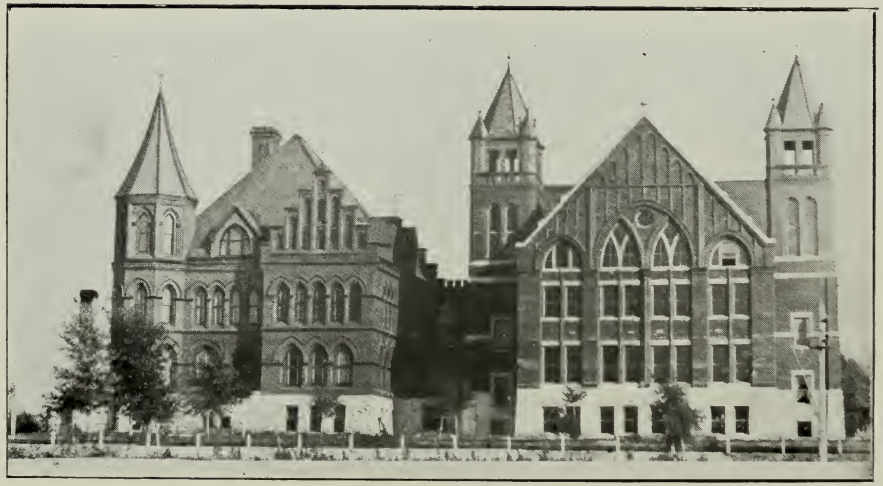
Catalogue of the Montana State Normal College

1912-1913

Normal College Bulletin

Catalogue Number



Montana State Normal College.

The Bulletin of the MONTANA STATE NORMAL COLLEGE

Volume 14 JUNE, 1913 Number 4

Sixteenth Annual Catalogue

1912-1913

Published Quarterly by the College
Dillon, Montana.

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CALENDAR FOR 1913-'14.

1st quarter begins.....Tuesday, Sept. 9, 1913
Annual "Go" .....Saturday, Sept. 20, 1913
1st quarter ends.....Noon, Wednesday, Nov. 26, 1913
Thanksgiving recess, Wednesday noon, Nov. 26, to Monday morning, Dec. 1.
2nd quarter begins.....Monday, Dec. 1, 1913
Christmas recess, Friday noon, Dec. 19, 1913, to Tuesday morning, Jan. 6, 1914.
Lincoln's Birthday.....Thursday, Feb. 12, 1914
2nd quarter ends.....Friday, March 6, 1914
3rd quarter begins.....Monday, March 9, 1914
Easter recess from Thursday noon preceding to Tuesday morning following Easter Sunday.
3rd quarter ends.....Thursday, June 4, 1914
4th quarter begins.....Tuesday, June 9, 1914
4th quarter ends.....Friday, Aug. 28, 1914
Seventeenth College year begins.....Tuesday, Sept. 8, 1914

STATE BOARD OF EDUCATION

Ex-Officio:

Terms expire January 6, 1913.

His Excellency, the Governor, Hon. Samuel V. Stewart, Chairman.
The Attorney General, Hon. Daniel S. Kelley.
The Superintendent of Public Instruction, Hon. Henry A. Davee, Secretary.

By Appointment:

Hon. W. S. Hartman, Bozeman	Term expires Feb., 1916
Supt. S. D. Largent, Great Falls	Term expires Feb., 1916
Joseph C. Smith, Dillon	Term expires Feb., 1917
Supt. John Deitrich, Helena	Term expires Feb., 1917
N. R. Leonard, Butte	Term expires Feb., 1914
C. H. Hall, Missoula	Term expires Feb., 1914
Hon. O. W. McConnell, Helena	Term expires Feb., 1915
Supt. Ward H. Nye, Billings	Term expires Feb., 1915

EXECUTIVE BOARD OF THE STATE NORMAL COLLEGE

Joseph E. Monroe	Chairman, ex-officio, and Treasurer
Hon. J. P. Murray	Term expires Apr., 1913
R. R. Rathbone, Secretary	Term expires Apr., 1915

TRUSTEES SCHOOL DIST. NO. 10, BEAVERHEAD COUNTY

(The Training School)

Leonard Eliel, Chairman	Term expires April, 1915
John F. Bishop	Term expires April, 1915
Nels Nelson	Term expires April, 1915
J. H. Gilbert	Term expires April, 1917
A. L. Stone	Term expires April, 1917

FACULTY.

JOSEPH E. MONROE, B. A., **Kansas Normal College,**
University of Glasgow, New York University,
Acting President,
Professor of Physics and Chemistry.

LUCY HAMILTON CARSON, M. A., **University of Illinois,**
Illinois State Normal University, University of Chicago,
Professor of English.

MRS. ANNA W. OWSLEY,
Matron.

LAURA M. KRESS, B. L., **University of Wisconsin,**
Professor of Latin and German.

ROBERT CLARK, M. A., **Clark University,** Amherst College,
New York University.
Professor of Psychology and Biology.

THEODORE SHOUDY, **Adelphi College,**
Instructor in Manual Arts.

E. RAY MOSHER, A. M., **Western Reserve University,**
University of Minnesota.
Professor of Mathematics.

ADDIE E. BETTES, Grand Rapids Training School, University of Michigan, University of Chicago,
Professor of Methods and Supervisor of Primary Training.

GRANT E. FINCH, M. Ph., Sc. D., **Upper Iowa University,**
University of Chicago,
Professor of Methods and Director of the Training School.

NINA M. NASH, **Madison State Normal School,**
Diploma Teachers' College Columbia University, Chicago University,
Supervisor of Intermediate Training.

LILIAN R. FREE, Wisconsin Library Commission,
Librarian.

FRANK HARMON GARVER, M. A., Ph. D., **State University of Iowa,** Upper Iowa University.
Professor of History and Economics.

The institutions named are those at which the members of the faculty have been educated, those at which the degrees were obtained being in black-faced type.
The names of the faculty, except the president, are arranged in the order of the date of appointment.

LUCY E. HERRICK, Columbia School of Music, Cosmopolitan School of Music,
Instructor in Vocal Music.

EMMA AGNES SCOTT, Valley City State Normal School, University of Wisconsin.
Instructor in Physical Culture and Reading.

WALTER SCOTT, A. M., **Yale University,** National Normal University, Valparaiso, B. S. University, Harvard University.
Assistant Professor of Physics and Chemistry.

EDITH HATCH, Cincinnati Conservatory of Music,
Instructor in Piano, Pipe Organ, Voice Culture and Harmony.

EDNA W. KETCHUM, B. Pd., **Montana State Normal College,** B. L., **University of California,**
Instructor in English and Mathematics.

REBECCA L. LAWRENCE,
Secretary to the President.

SPECIAL INSTRUCTORS FOR SUMMER SESSION OF 1912

M. H. HOFFMAN, B. S., **Iowa Agricultural College,**
Agriculture, Physical Science.

EDNA W. KETCHUM, B. PD., **Montana State Normal College,** B. L., **University of California,**
Mathematics.

ROSE EDITH McDOWELL, B. S., **Kansas State Agricultural College.**
Domestic Economy.

GRACE GRAETER, Cincinnati Conservatory of Music,
Instructor in Piano, Pipe Organ and Vocal Music.

CRITIC TEACHERS

Normal College Training School

DELIA DORCHESTER, **Potsdam State Normal School,** Harvard University, University of Chicago, Columbia University,
Eighth Grade.

AMY E. LEES, **Winona State Normal School,** University of Minnesota,
Seventh and Eighth Grades.

ALICE E. RUSSELL, B. Pd., **Montana State Normal College,** University of California,
Seventh Grade.

JENNIE M. SANDERS, **Iowa State Teachers' College,**
Sixth Grade.

ANNABEL B. LONG, B. S., **Teachers' College Columbia University,** Superior State Normal School,
Fifth Grade.

BERT SHORTT, **Illinois State Normal University,**
Fifth Grade.

LILLIAN A. BAKER, **Bridgewater State Normal School,** University of California,
Fourth Grade.

LYDIA ROBERTS, **Central Michigan State Normal School,**
Third Grade.

ELIZABETH PRICE JONES, A. B., **Shepardson College, University of Chicago.**
Third Grade.

FLORENCE E. GARDINER, **Stevens Point State Normal,** School of Education, University of Chicago,
Second Grade.

RIETTA JOY RUST, **Teachers' College Columbia University,**
Second Grade.

ALMA VAN DE WALKER, **Central Michigan State Normal School,** University of Chicago.
First Grade.

MARY L. INNES, **Montana State Normal College,** Universities of Utah and California, University of Chicago, Columbia University.
First Grade.

ANNA HAZARD, **Central Michigan State Normal School,**
Ungraded Room.

Black-faced type indicates graduation.

Montana State Normal College.

Origin of the Institution

The Act of Congress under which the state of Montana was admitted to the union, set aside one hundred thousand acres of the public domain for the establishment and support of a state normal school. In pursuance of the same plan the Legislative Assembly of Montana has passed acts establishing the State Normal School, locating it at Dillon, providing for the erection of buildings, and appropriating money to defray its expenses. The first building was completed and the school opened in 1897.

By an act of the Eighth Legislative Assembly, which became a law Feb. 25th, 1903, the name of the institution was changed to the Montana State Normal College.

Purpose of the Institution

The chief purpose of the college is to fit young people for teaching, especially in order to provide the public school of Montana with teachers properly equipped both with instruction and with professional training.

It has been well said that the work of the teacher is not to teach geography and arithmetic, but to teach children. It is therefore essential for the teacher to understand the child, the nature of his mind and laws of its development, and to learn how to apply this knowledge to the actual teaching of the child. All this must be accomplished through a thorough study of psychology and pedagogy supplemented by systematic observation of good teaching, and finally by actual practice in teaching under competent supervision.

It still remains true, however, that geography, arithmetic, and various other branches of study, are the principal vehicles through which the teacher's work is accomplished. The teacher must therefore be thoroughly familiar with these subjects. It is not enough for the teacher to know as much of these subjects as he will have occasion to teach. Successful teaching, even in elementary grades, requires a strong grasp of the subject in its broader relations. In other words, scholarship is a necessary qualification for a teacher.

Courses of Study

Two principal courses are offered. The degree course leads in four years to the degree of Bachelor of Pedagogy. This course affords abundant preparation for the technical work of teaching, and also gives the teacher a fair equipment of general culture. The three years course includes most of the professional work of the degree course, but less of general culture and of the more advanced pedagogical study.

Graduate Course

Facilities are offered for graduates of this institution or of colleges or normal schools of equivalent grade, to pursue more advanced courses, especially with a view to preparation for principalships and superintendencies. This course leads to the degree of Master of Pedagogy, and is more fully described under the subject of degrees.

Elementary Course

An elementary course of two years includes all the subjects upon which examinations are required for county teachers' certificates of any grade. No diploma is given on the completion of this course, but all who have finished it ought to be able readily to pass any of the county examinations.

This course also fully prepares those who have completed the work of the common schools to enter the three or four years course.

Special Courses

A wrong impression in regard to normal training is held by many persons, who suppose that method work consists of clever devices which can easily be explained and illustrated, so that any intelligent person can quickly learn to copy the devices and advantageously put them to practice. It ought to be understood that normal courses in methods must be a sham unless they are based on intelligent comprehension of psychological and pedagogical principles. The Normal College cannot undertake to instruct in method those who lack the basis. Special students must not expect, therefore, to be admitted to classes in method, observation, and practice without the preparation afforded by the earlier years of the course.

Special courses in training, are offered, however, for the benefit of teachers—a more advanced course for those

who wish to supplement previous normal training, and an elementary course for those who are not normal students. The latter should be reminded, however, that no amount of method work will enable people to teach that of which they are themselves ignorant, and without due preparation such a course would be profitless. Particular attention is given to these special courses in the summer quarter.

Pupils who are now pursuing a normal course, but wish to prepare for examination for any county or state certificate, may enter the school at any time during the year, and with the consent of the president, join such classes, already organized, as their acquirements fit them for.

It should be clearly understood, however, that pupils are encouraged to take special courses only as a temporary expedient, where necessity compels them to teach for a time to earn the means for completing a thorough course.

In view of the ample facilities which the State has provided, and the very small cost, a teacher who has not enough ambition to be willing to make the small sacrifice necessary to devote two or three years to preparation for the profession, is unworthy of the teacher's calling.

Requirements for Admission

Students who have passed the Eighth Grade Examination prescribed by the Superintendent of Public Instruction, are admitted to the Elementary Course without further examination.

Applicants for admission to the Three and Four Years Courses are admitted on any one of the following conditions:

1. Completion of the Elementary Course in the Montana State Normal College.

2. Diploma from any accredited high school in Montana.

3. Applicants who have either partly or wholly completed the course of a university, college, or state normal school, may, in the discretion of the faculty, be admitted without examination. In such cases, applicants must file with the faculty certificates from such educational institutions, setting forth the amount of work satisfactorily completed by the applicant. This work must embrace in every subject at least the equivalent of the work required for the completion of the Elementary Course in this institution.

4. Examination by the faculty on all the work of the Elementary Course except Theory of Teaching.

Credits for Advanced Standing

When students can show to the satisfaction of the faculty, by examination or otherwise, that they have already accomplished successfully a part of the work of the normal courses, they may be excused from repeating such work. It should be understood, however, that studies pursued in a high school are not usually the equivalent of subjects of the same name in the normal course. This is especially true of science work done where laboratory facilities are limited, or where the work is carried on without previous study of advanced mathematics.

Full credit is allowed for equivalent work done at the University of Montana or at the Montana Agricultural College. Standings from similar institutions in other states may be recognized at the discretion of the faculty. Applications for credits must be made at the time of entrance.

Diplomas

A diploma from the Montana State Normal College authorizes the holder to teach in any public school in Montana for six years without examination. Life diplomas are granted by the State Board of Education, without examination, to all graduates of a Four Year Degrees Course after they have successfully taught in the state for eighteen months, and to graduates of a Three Years Course after three years of successful experience. In many other states diplomas of the Montana State Normal College also receive similar recognition.

Degrees.

The degree of Bachelor of Pedagogy is conferred on those who complete the Four Years Course.

The Master's Degree

The degree of Master of Pedagogy is not granted indiscriminately to all who may pursue a prescribed course, but is a mark of distinction conferred for special merit. The minimum requirements are that a candidate shall already have a Bachelor's degree from the Montana State Normal College, or from some other college or university of recognized character and standing, and must spend at least one year in resident graduate study at the Montana State Normal College.

During this year the work is divided into two parts, a major and a minor. The major must in all cases be taken in

the department of pedagogy, and will be equivalent approximately to twelve lectures or recitation hours per week.

The minor subject will require approximately half as much work as the major, and in the case of candidates who are bachelors of pedagogy, may be selected from any department of the college. Candidates whose bachelors' degrees are in arts, science, philosophy or letters, may be required to take the minor as well as the major in the department of pedagogy, unless they have made a specialty of pedagogy in their undergraduate course.

Before receiving the master's degree, a candidate must present to the faculty a satisfactory thesis on some subject, chosen in consultation with the faculty, along the line of pedagogical investigation, and must pass a satisfactory examination on the graduate work pursued.

Kindergarten Certificates

The law of Montana reposes in the State Normal College the sole power to issue certificates authorizing persons to teach in public kindergartens. Applicants should address the President of the College, and if graduates of kindergarten courses, enclose copies of their credentials.

Credits on Teachers' Certificates

By an act of the Thirteenth Legislative Assembly, the high character of work done at the Montana State Normal College was recognized in that credits earned in this institution in any subject required for any grade of county teachers' certificate, are to be accepted in lieu of examination in those subjects by any county examining board in the state. This is the only institution in the state to which this recognition is given by law—the only institution having the right to certify to credits to be accepted on teachers' certificates—as it is also the only institution in the state which devotes its whole attention to the training of teachers.

Outline of Courses of Study*

Elementary Course

First Year

First Quarter	Second Quarter	Third Quarter
English, 5	English, 5	English, 5
Elementary Physics, 5	El. Physics, 2½	U. S. History, 5
Arithmetic, 5	U. S. History, 2½	Algebra I, 5
Geography, 5	Arithmetic, 2½	Physiography, 5
	Algebra I, 2½	
	Geography, 2½	
	Physiography, 2½	

Second Year

English, 5	English, 5	English, 5
Elementary Physiology, 5	El. Physiol., 2½	Civics, 5
Algebra II, 5	Civics, 2½	Plane Geometry, 5
English History, 5	Algebra II, 2½	Ancient History, 5
	Plane Geometry, 2½	
	English History, 2½	
	Ancient History, 2½	

Elementary Latin may be taken as an optional study in the Elementary Course.

The Three Years Course

First Year

First Quarter	Second Quarter	Third Quarter
English, 5	English, 5	English, 5
Chemistry, 5	Solid Geometry, 2½	Biology, 5
Solid Geometry, 5	Algebra III, 2½	Algebra III, 5
Mediaeval History, 4	Chemistry, 2½	Modern History, 4
Drawing and Manual Training, 1	Biology, 2½	Drawing and Manual Training, 1
	Mediaeval History, 2	
	Modern History, 2	
	Drawing and Manual Training, 1	

Second Year

Anatomy and Neurology, 5	Psychology, 5	Psychology, 2½
Arithmetic, 5	Trigonometry, 5	Principles of Teaching, 2½
American History, 3	American History and Constitution, 3	Observation, 3
English, 5	Vocal Expression, 5	Geography, 5
Music, 1	Music, 1	English, 5
Drawing, 1	Drawing, 1	Music, 1
		Drawing, 1

*Physical Culture is required in all courses of all students except those who are excused because of physical defects. Such students are required to attend physical culture classes for observation.

†Numerals indicate the number of recitation hours per week.

Third Year

First Quarter	Second Quarter	Third Quarter
Teaching, 5 Nature Study, 3 Special Method, 4 Economics, 5 Drawing, 2 Music, 1	Teaching, 5 Economics, 2½ School Law, 1 Special Method, 4 School Economy and Hygiene, 3 Physics, 2½ Drawing, 1 Music, 1	Teaching, 5 History of Education, 5 Special Method, 4 Physics, 5 Music, 1

Course for Degree of Bachelor of Pedagogy

For this course all the work of the three years' course is required, and in addition electives, making this a four years' course. The electives are to be chosen from any of the following groups as wholes.

GROUP I*—Latin 6 quarters; German, 6 quarters.

GROUP II*—Latin or German, 6 quarters; History, 3 quarters; Sociology, 1½ quarters; English, 1½ quarters.

GROUP III—Mathematics, 6 quarters; Science, 6 quarters.

GROUP IV—Mathematics, 3 quarters; Science, 3 quarters; History, 3 quarters; Sociology, 1½ quarters; English, 1½ quarters.

GROUP V*—German or Latin, 6 quarters; Mathematics, 3 quarters; Science, 3 quarters.

GROUP VI*—German, 6 quarters; Science, 6 quarters.

Ordinarily the elective work should be done in the second and third years of the course.

*For high school graduates offering four years Latin work the language requirements will be Latin courses VII to X inclusive, and German courses III to VI inclusive; for students doing their language work in the college, Latin courses V to VIII inclusive and German courses I to IV inclusive.

Description of the Courses.

Departments of Education and Training

The work of these departments covers the theory and practice of teaching. It begins in the second quarter of the junior year in both courses with observation of teaching in the training school.

1. Observation.

The purpose of the course in observation is to furnish the student a concrete basis for subsequent work in psychology, pedagogy and training in actual teaching. Each student in the class spends three hours a week in the training school, observing under the direction of the Training Department. School management, the teaching process and child study are studied in concrete form and from references. The work for each day is outlined in the form of a syllabus, which the student is required to fill out after study and observation. Following each day's observation the whole class meets with the instructor for conference and instruction. 3 hours a week, 2nd quarter.

Prof. Finch, Miss Nash, Professor Bettes.

2. Educational Psychology.

This course aims to give students a general and especially a practical knowledge of modern psychology; a knowledge that can and will be applied later in their teaching. Thorndike's "Elements of Psychology" is used as the principal text-book, especial attention being given to the descriptions of mental state and to the study of the mind in action. This work is supplemented by occasional lectures, collateral readings, and reports of individual studies based upon the observation of pupils in the training school. Although having a general value, this study particularly gives the basis for the following course in Principles of Teaching. Laboratory work—acquaintance with psychological apparatus, and the performing of simple experiments—is used only as far as it helps to a better understanding of the subject. 5 hours a week, 2nd quarter, and 2½ hours a week, 3rd quarter.

Prof. Clark.

3. Principles of Teaching.

In this course the student learns that all school work should be based upon pedagogical principles. Such funda-

mentals as Instincts and Capacities, Individual Differences. Interests, Laws of Association, Motor Expression, and Habit are studied and freely discussed. Illustrations are taken from individual experiences and actual conditions as observed in the training school. This study forms the connecting link between psychology and biology on the one hand and educational practice on the other. Thorndike's "Principles of Teaching" is used to suggest the questions for discussion. 5 hours a week, half of third quarter. Prof. Clark.

4. Special Methods.

This work is divided into three divisions, primary, intermediate and grammar grade methods. The three supervisors of training take charge of the classes in methods in their departments. Each student spends twelve weeks under each supervisor in the study of methods in that department.

I. Primary Methods. First, second, and third grades.

This course is based upon (1) the laws of child mind so far as modern research has revealed them, (2) material adapted to the child mind, (3) methods of presenting the material selected.

Much attention is given to suitable ways of beginning each subject, as reading, arithmetic, penmanship. Present day methods are viewed in the light of the history of the subject during the past twenty years. A careful survey is made of the ground to be covered in each grade for each half year. Suggestive outlines are offered, showing the sequence in which number facts are most easily learned, the topics of geography best correlated, the phonic elements most readily mastered.

The transition from the purely oral instruction of the first primary grades to the introduction of the text-book is noted. The purpose and use of the text-book is discussed. Texts are compared and criticized.

Desirable sources of children's literature are indicated. A critical study is made of types of stories suited to each grade.

Definite instruction in cardboard construction, weaving, and handwork of all forms suited to the primary grades, is part of the course. Students become familiar with the state course of study, and are assisted to an intelligent interpretation of its contents. 4 hours a week, 12 weeks.

Professor Bettes.

II. Intermediate Methods. Fourth, fifth and sixth grades.

The course in Intermediate Methods begins with the work of the fourth grade. In each subject the transition from the primary work is noted and the best means considered of adapting the new work to the child with his changing mental and motor activities.

The various subjects are considered both from the psychological and pedagogical points of view.

Arithmetic problems and language topics suited to different sections are suggested, together with correlations which may be made with this work and geography, history, and art.

The best ways of using the texts adopted by the state are discussed, and the text-books are compared with others of the same kind.

The State Course of Study is considered for each subject and each grade, and suggestions made as to the best way to carry it out successfully. 4 hours a week, 12 weeks.

Miss Nash.

III. Grammar Grade Methods. Seventh and eighth grades.

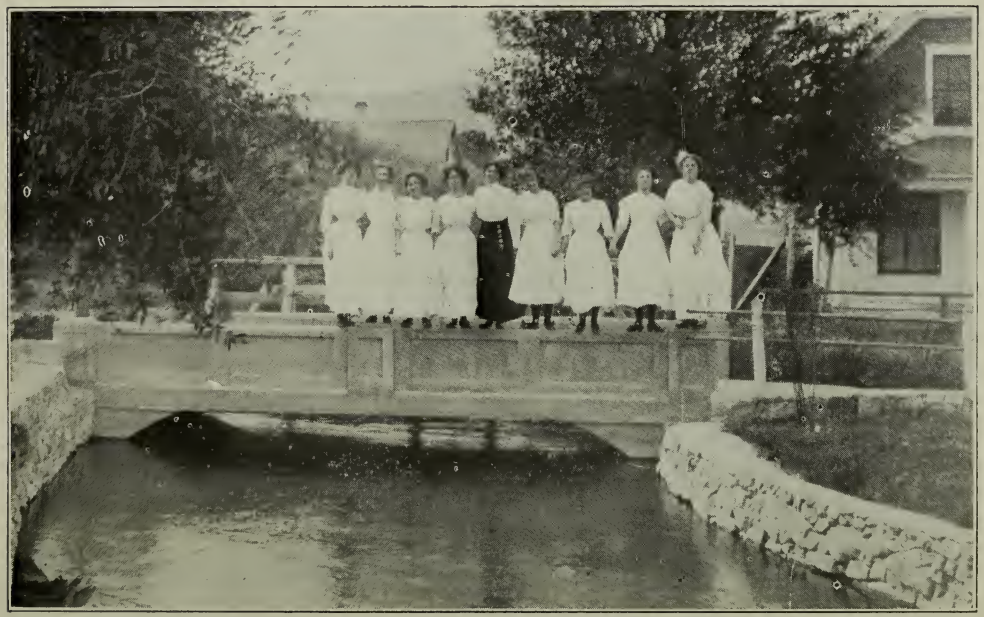
Each subject of the course of study for these grades is here taken up and studied as to principles and methods. The students note its comparative importance and place in or ejected. Particular effort is made to enable the class to distinguish between innovations based on principles and those depending on mere devices. The students make critical observation in the schoolroom of the methods in the subjects they are studying. They are required to prepare model lesson plans.

Lists of apparatus, text-books, and helps in each branch are given. Special attention is paid to the problems and difficulties in the work of instruction of adolescent pupils. 4 hours a week, 12 weeks. Professor Finch.

5. Teaching.

Students of the senior class are required to observe and teach daily in the training school throughout the year. Preparation for this teaching is secured by the following means: (1) through a carefully planned course of professional study; (2) reviews of the subjects to be taught: (3) the study of special methods in those subjects; (4) observation of the work of the critic teachers; (5) the preparation of working plans.

Each student, on being given an assignment in the training work by a supervisor, observes the work to be done



Bridge at the College Campus.

as it is carried on by the critic. After such observation the student prepares a general plan of the work. When this plan has been passed upon, the student prepares daily plans. On acceptance of these, the student begins actual teaching. This teaching is observed by the critic teacher, with whom the student meets in semi-weekly conference. Each student in training is expected to teach in primary, intermediate and grammar grades. Those who show decided aptitude and preference for any particular grade are allowed additional but not exclusive time here. They are regularly changed from subject to subject and from grade to grade in order to give breadth of experience and training. And yet the student must remain long enough in each room so that advantage may be taken of the mutual acquaintance of critic, training supervisor and class.

As the student teachers grow in power they are given an increasing amount of responsibility. They are expected to make themselves more and more useful in the carrying on of all the activities of the school. In this way they increase their control over the pupils and in addition, gain steadily in confidence and self-reliance. Before they leave a room in which they have proved themselves, they are given for a brief time entire charge of the room with the management of two classes, the one at recitation and the other at lesson preparation. When the teaching of a student in the training school has been completed the estimate of the critic and supervisor as to quality of the work and degree of ability shown are placed on file in order that proper representation may be made to superintendents and school boards regarding the student's fitness for any school position. 5 hours a week, 3 quarters.

6. School Hygiene and Economy.

The aim of this course in school hygiene is to give the student command of those principles of hygiene which are directly related to the efficiency of the school. Shaw's "School Hygiene" is used as a text. It is supplemented by lectures, collateral reading, individual study based upon personal experience and special observation.

The subject matter in School Economy is correlated with Observation and Teaching. It strengthens and supplements the pupil's work in the practice school. Such topics as The Personality and Qualifications of the Teacher, The Relation of the School to the Home, Pupil-Government (such as the School City), The Curriculum, Waste in Education, The Problems of a Country School, etc., are studied by

means of lectures, pedagogical writings reviewed and by general discussion. 3 hours a week, 2nd quarter.
Prof. Clark.

7. School Law.

A course of twelve lectures is given, accompanied with readings and quizzes. The practical purpose is to acquaint those who are about to become teachers with their legal relations to their pupils, school officers, and the community. 1 hour a week, 2nd quarter. Acting Pres. Monroe.

8. History of Education.

The various systems of education, the origin and growth of educational ideas and customs and the influence of the great educators are studied. History of Education has a cultural value in that it shows so clearly social cause and effect; it has a practical value in that it reveals to the prospective teacher the success and failure of different methods. Also, by studying educational biography, the pupils will "consult the lives of others . . . . and from thence fetch examples and aims for their own imitation." Monroe's "Briefer Course" is used as a text-book. 5 hours a week, 3rd quarter. Prof. Clark.

9. The Child-Study Club.

Monday evenings a group of seniors and teachers meet to consider various phases of child life. At each meeting one or two reviews of the best writings on child-study are presented and then discussed. Occasionally children themselves are present in order to illustrate the topic for the evening. During the past year the members of the club have become acquainted with Tyler's "Growth and Education," Rowe's "Physical Nature of the Child," Hall's "Contents of Children's Minds," Hancock's and Bryan's "Studies of Motor Abilities," Forbush's "Boy Problems," Helen Keller's "Story of My Life" and other works dealing with the physical, mental, and moral nature of the child, including pictures, magazines, and story books for children and those depicting child life. 1 hour a week throughout the year. Prof. Clark.

Department of Physics and Chemistry

ACTING PRESIDENT MONROE, Professor.

WALTER SCOTT, Assistant Professor.

This department occupies three large and two small rooms on the first floor and east side of the new college building; the suite consists of a lecture and class room, a physical laboratory to which is joined a dark room for optical work, photography and the storage of apparatus and supplies, a chemical laboratory to which is joined a large stock-room for the storage of chemical supplies and apparatus and is also available for the use of students who undertake some special work under the direction of the instructor.

The lecture room is large, well lighted and ventilated and has the seats arranged in tiers so that all demonstrations from the lecture table may be in full view of every one in the room. It is also provided with all the modern conveniences of a science class room. Hot and cold water, gas, electric light, electric current of the alternating type, supplied from the commercial circuit and that of the direct type, from a storage battery or a direct current dynamo, both of which are installed in the physical laboratory, and from which by proper wiring, the current is made available for use in this room and both laboratories. In addition to these conveniences there have been provided as equipment, an excellent arc-light stereopticon and other projection apparatus, a large number of slides, diagrams and illustrative material for projection work and all necessary material for securing the fullest use possible of the projection apparatus. This room is situated between the physical and chemical laboratories, with both of which it communicates directly by means of large double doors, thus making any apparatus from either laboratory readily accessible for demonstration work when required.

The physical and chemical laboratories are large, well equipped, conveniently situated and provided with solid piers built from the ground for the purpose of supporting very sensitive chemical balances, galvanometers and other apparatus used in making exact and delicate measurements, with which operations the ordinary vibrations of a floor would interfere. A more detailed description of the equipment of these laboratories will be found under "Laboratories and Apparatus" in this catalogue.

1. Elementary Physics.

This course is equivalent to the course offered by high schools, and although accomplished in a shorter time this is made possible by having students of a more mature age, a smaller number of subjects for study, a longer period for class and laboratory work, better supervised preparation and a more extensive equipment with which to work.

Recitations and lectures, with laboratory experimental and construction work are included. The manipulation and care of apparatus are given careful attention. Those who complete this course will be able to do intelligent work in chemistry, physiography and physiology, pass examinations required for teachers' certificates, and with the additional work in mathematics in the first and second years of college course, enter the advanced work in Physics, offered in the senior year.

Mumper's "Text-Book in Physics" is used as a basis for the work. 5 hours a week, first eighteen weeks of the school year.

2. Elementary Geography.

This course takes up a thorough review of descriptive geography. Much attention is given to the study and interpretation of maps and globes. One important aim is to equip students with such a knowledge of the mathematical phases of geography that the globe becomes one of the most helpful instead of one of the most useless of adjuncts to a school's geographical supplies. All of the best geographies, as well as an extensive reference library are drawn upon for this work. Special efforts are made to secure familiarity with the adopted text-book of the state. The standard commercial geographies are also used largely in this work. 5 hours a week, first eighteen weeks of school year.

3. Chemistry.

The common elements and compounds are studied systematically. The principles, laws and theories are studied, and verified by experiment. Students perform experiments as directed by text-book, laboratory manual or instructor. Drawings are made and notes carefully written concerning every experiment. All phenomena observed are recorded, and students recite from this work. Close attention is given also to the formation and interpretation of chemical formulae and equations.

This course enables students to read intelligently and get a general understanding of such sciences as geology,

physiology and others which follow in the regular course of study. 5 hours a week first eighteen weeks of the school year.

4. Physiography.

Land forms, agents of change, climate, and the principles of elementary meteorology are included in the work of this class. Field work for the purpose of studying soils, work of streams, weathering of rocks, effects of plants and animals in determining these forms, and such other topics are connected with this subject, is done. Records of thermometric and barometric conditions are made. Extensive reading from a well selected library of reference works is required. Text-book work done is based upon Salisbury's, Tarr's, Dryer's and Davis' physical geographies, with frequent reference to standard geologies and meteorologies. 5 hours a week from the middle of the second to end of the third quarter.

5. Advanced Physics.

This course requires a general knowledge of algebra, geometry, and plane trigonometry; students entering for this course must also offer as preparatory work, standing equal to that required for passing elementary physics in the Montana State Normal College or the equivalent of a year's work in physics in an accredited high school, as all of the work done in this course is in advance of that done in secondary schools. The ability to handle readily arithmetical, algebraic and geometrical applications to the elementary work in this subject is required of all who complete this course.

The laboratory work is planned so as to throw the students upon their own resources as far as possible, in planning and carrying out the experiments that are undertaken. For the use of apparatus with which exact measurement is required, carefully drawn directions and detailed description are supplied for the students' use, either from laboratory manuals or typewritten instructions by the instructor in charge but for all other laboratory work the aim is to make it a means of independent investigation, a test of the student's ability to apply principles and an opportunity to verify laws or statements of fact met with in the study of the subject rather than a test of his ability to manipulate apparatus according to formulae.

No regular laboratory manual is used in connection with this course; material drawn from the work done and

subjects studied in class and suggested in the lectures, forms the basis for the experimental work undertaken.

Three hours of class work and four hours of laboratory work are required each week. The class work consists of recitations, lectures, and demonstrations, the laboratory work includes the manipulation of demonstration apparatus and the construction of simple apparatus for class use.

The mathematical preparation of students in the secondary schools does not make possible the doing of much quantitative work in the physical laboratory except such as is of purely mechanical kind. The laboratory course here is principally quantitative in character, taking up the qualitative only as students are deficient in work of that character.

The class work is based upon text-books of the grade of Linebarger's Physics. Millikan and Gale's "First Course in Physics," and Carhartt and Chute's High School Physics, while Ames' "Theory of Physics," Everett's "Deschanel," Glazebrook's "Statics and Mechanics," and other standard works are drawn upon for students use. 5 hours a week from the middle of the second to the last of the third quarter.

6. Geology.

Text-book, laboratory and field work are done. The surrounding country furnishes abundance of material for the study of dynamical and structural geology and the economic features of this subject receive special attention.

So far as possible the work is made to bear especially upon the geology of Montana. Minerals are studied from actual specimens. Methods of identifying and classifying such by chemical tests, general appearance, and blow pipe analysis are taught. 5 hours a week, 1st quarter and half of 2nd quarter.

7. Astronomy and Astro-Physics.

These subjects are offered only to students whose mathematical preparation is sufficient to enable them to understand such work.

Descriptive Astronomy is the phase of the work that receives the greatest amount of attention in that subject. The mathematical work includes both the theoretical and practical, such as the theory of least squares, use of the sextant, determination of time, latitude and longitude.

The course offeed in astro-physics is determined by the needs and advancement of those who undertake the study of the subject. Problems in spectroscopy form an

important part of the course. 5 hours a week, latter half of second and the whole of third quarter.

8. Geography, Review and Methods.

The object of this course is two-fold, viz:

1. To review the subject matter.

Without a thorough knowledge of the subject matter, the teacher is unable to select or assign material for study, know what is accurate or useful, apply effective methods of instruction, or direct work.

2. To study, plan, and develop the best methods of presenting the subject in the public school.

While the first is insisted upon as a basis for the second, the larger portion of the time is devoted to the second. Students become acquainted with the literature of geography, its necessary connection with history, the nature and proper use of a text-book, the meaning of maps and globes as geographical aids, how these should be used in presenting the subject to classes, and the different projections ordinarily used in map and globe making. The aim is to equip teachers with subject matter and methods of using the same to the best advantage in the work of the public schools. A large and well selected geographical library is available for student's use. The equipment for this work has also been greatly improved by the addition of a large number of lantern slides which illustrate all phases of the subject, and the collection is particularly rich in industrial geography. More than two thousand carefully selected slides, or slides made in the department are available.

The work of this class is arranged for students in the Junior year and requires 5 hours a week, third quarter.

SUMMER QUARTER.

In articulating the work of this department with that of the fourth or summer quarter it is the aim to present in rotation the various subjects so that attendance and the successive summer quarters will not entail the necessity of repeating or omitting subjects of this department altogether.

For the summer of 1913, advanced Physics is offered and will require five recitations and two laboratory periods of two hours each per week.

Courses in elementary Physics, Physiography and Geography will be offered for those who are preparing to teach or wish to earn credits for teachers' certificates.

Department of Mathematics.

PROFESSOR MOSHER.

1. Arithmetic.

Course I. A course in arithmetic for first year elementary students. Facility in the solution of all legitimate problems in arithmetic is expected of those completing this course. That students may acquire a reasonable amount of proficiency in calculation, the first part of the course is given to a thorough review of the four fundamental laws governing operations with integers and fractions, no advanced work in arithmetic being touched upon until the ability to effect ordinary computations with speed and accuracy is manifest. Fractions, decimals and percentage are presented as closely related, and all technical topics, such as insurance, promissory notes, bank discount, stocks and bonds, etc., are fully and carefully explained before any problem work is attempted. A thorough review of mensuration completes the course. 5 hours a week, first quarter and first half of second quarter.

Course II. A teachers' course in arithmetic. The first part of the work is given to the principles upon which the numerical work of arithmetic is based. In connection with a rapid review of the subject matter of arithmetic, methods of presenting topics are given, attention being directed to safeguards tending to secure intelligent and accurate work in public school, instead of work which is merely mechanical and frequently inaccurate.

The latter part of the work is devoted to a study of the history and development of arithmetic, considerable collateral reading being required of students completing the course. 5 hours a week, 1st quarter.

Course III. A short course in arithmetic, designed particularly to meet the needs of those desiring to prepare for the county examinations in the subject. Attention is given exclusively to problem solving, this course being a review of the subject matter of arithmetic solely. 5 hours a week, 4th quarter.

2. Algebra.

Course I. Elementary Algebra. This course is intended for those who have had no mathematics beyond arithmetic, and extends only through simultaneous linear equations. Especial emphasis is laid upon factoring, fractions,

Birch Creek Lake, one of the Beautiful Mountain Lakes in the Vicinity of Dillon.

and the equation. 5 hours a week, second half of 2nd quarter and 3rd quarter.

Course II. A continuation of Course I. After a thorough review of the work previously covered, the topics of involution, evolution, theory of exponents, surds, and quadratics are taken up in their usual order, the course ending with simultaneous quadratic equations. Graphs are studied in connection with linear and quadratic equations. 5 hours a week, 1st quarter and first half of 2nd quarter.

Course III. Advanced Algebra. A thorough knowledge of elementary algebra is a prerequisite of this course. The course includes the progressions, imaginary and complex numbers, variation, indeterminate equations of the first degree, the binomial theorem, premutations and combinations, the general theory of equations, and the solution of numerical equations of higher degree. 5 hours a week, second half of 2nd quarter and 3rd quarter.

Course IV. A review of elementary algebra. This course is not intended for beginners, but rather for those students and teachers who already possess a fair knowledge of algebra and who desire a thorough review of the subject, preparatory to taking examinations for teachers' certificates. The course extends through the topic of simultaneous quadratic equations. 5 hours a week, 4th quarter.

3. Geometry.

Course I. Plane Geometry. The ability to reason logically, clearly, and concisely, is the chief thing sought for in this course. To develop originality and independence of thought, as well as to discourage the tendency to memorize demonstrations, a large number of construction problems and original exercises is given in connection with the propositions. 5 hours a week, second half of 2nd quarter and 3rd quarter.

Course II. Solid Geometry. Stress is laid upon visualization and accurate representation of solids, as well as upon rigid demonstrations. The usual propositions involving lines and planes, polyhedrons, and the three round bodies are given, together with numerous numerical exercises. A series of lectures on the history and development of geometry concludes the course. 5 hours a week, 1st quarter and first half of 2nd quarter.

Course III. A short course in plane geometry. This course is in the nature of a rapid review and is intended mainly for those who already possess a fair knowledge of the subject. Students who are preparing to take examina-

tions for teachers' certificates will find this course especially valuable. 5 hours a week, 4th quarter.

4. Trigonometry.

The first part of the course is devoted to a careful deduction of the trigonometrical formulae needed for solving problems, and to the study of logarithms. The latter part of the course is given to the solution of problems involving right and oblique triangles. In order that the student may find the subject not only interesting but practical the course is supplemented by a considerable amount of field work. 5 hours a week, 2nd quarter.

5. Higher Mathematics.

Whenever there is sufficient demand, classes are formed in spherical trigonometry, analytic geometry, differential calculus, integral calculus, or history of mathematics.

Department of English.

PROFESSOR CARSON.

1. Elements of Composition.

Experience has shown that the primary need of students entering the elementary course is practice in written composition with instruction in the forms of discourse and drill in the mechanical features of correct writing. The course in the elements of composition is planned to meet this three-fold requirement. In the first quarter the writing is chiefly narrative; description and exposition receive special attention in the second quarter; the third quarter introduces the class to the simplest form of argument. Letter-writing is not neglected. The study of composition is accompanied by the reading of standard fiction and biography. Students memorize a number of carefully selected poems. During the last six weeks of the third quarter a review of grammar is given in connection with the consideration of the rhetorical structure of the sentence and instruction in punctuation. 4 hours a week, autumn, winter, and spring quarters.

2. American Literature.

Since students entering the class in American literature are supposed to be familiar with the outlines of American history and with the best known writings of the

greatest American men of letters, the subject is treated in the order of its development. The first quarter traces the history of American literature through the colonial and revolutionary periods and the first years of the national period. The second quarter supplements the preparatory acquaintance with the writers between 1830 and 1865. The third quarter considers American literature since the civil war. Masterpieces of verse and prose are studied in their historical order. Practice in composition is continued throughout the year, with a certain part of each quarter set aside for instruction in the subject. In addition to simple themes on material drawn from their own experience, students write abstracts and summaries of books, and compile simple essays from numerous authorities. 4 hours a week, autumn, winter, and spring quarters.

3. English Literature.

In teaching English literature a different plan is followed from that pursued in American literature. Classics are chosen for their intrinsic value, and are studied according to the type of literature they represent. For the first two quarters the time is divided between the intensive study of literature and a course in reading, with theme writing and lessons in rhetoric. Argument and paragraph writing are the chief rhetorical subjects of this year. In the third quarter a text-book in the history of English literature is used. 4 hours a week, autumn, winter, and spring quarters.

4. Teachers' Course in English Grammar.

The course in English grammar is not a lifeless review of the elements of that subject taught in the eighth grade or the high school. It is the constant endeavor of the instructor to demonstrate that the body of grammatical knowledge is but the scientific classification of the materials used in the construction of sentences, and as such bears an essential relation to the subjects of composition and literature necessary for a teacher of language to appreciate. The grammatical analysis of essays or short stories from the best contemporary or recent writers is required not as a mere drill in the recognition of grammatical constructions, nor for facility in dissection, but as an investigation of the way sentences are made by master workmen. Daily written exercises to illustrate grammatical principles afford opportunity for practice in the rhetorical elements of sentence structure, unity, coherence, and emphasis, and furnish

a logical occasion to teach the slighted subject of punctuation. All such sentence writing is based on assigned reading, so that the course in grammar is at the same time a course in reading for teachers of literature in the elementary school. 5 hours a week, first quarter of junior year.

5. Teachers' Course in Composition and Literature.

In this class students are trained to look at a piece of literature not from the point of view of the appreciator, but from that of one who is to teach others to appreciate; and to look at composition not from the point of view of the writer, but from that of one who is to teach others to write. Since most of the literature and composition of the elementary school is narrative, or follows the narrative method, the topic emphasized is narration. Students increase their knowledge of literature by pursuing a course of illustrative reading in connection with the study of principles of rhetoric and canons of criticism. They continue their practice in theme-writing, and demonstrate their ability to produce a bit of imaginative writing, a plain, straight-forward piece of prose, and an essay involving the collecting and organizing of material. Sufficient attention is given to versification to prepare the students for the exercises in poetical composition customary in the elementary school. 5 hours a week, third quarter of junior year.

6. Elective Courses.

Candidates for the degree of bachelor of pedagogy may elect two quarters of advanced English. In the year 1911-12 the subject offered was the history and development of the English novel. The texts used were Cross's "Development of the English Novel" and Perry's "A Story of Prose Fiction." Each student prepared an essay on the works of one great fiction writer, presenting before the class a critique of each book studied. The class as a whole studied typical romances and novels.

7. The Summer Quarter.

The subjects offered for the summer quarter of 1912 were three:

1. Review course in English grammar, six weeks.
2. Elementary course in composition, six weeks.
3. American literature, twelve weeks.

Department of Latin and German.

PROFESSOR KRESS.

Latin.

The work in Latin is designed to meet the needs of such students as desire to give their course of study a classical tendency. The course covers five years of consecutive study, the last two being devoted to college Latin. Preparatory courses I-VI are offered for the benefit of students who wish to begin the study of Latin. Courses VII-X are reading courses designed for those desiring to continue the study of Latin begun in the high school. The test of fitness for admission to the reading course is thoroughness and efficiency in the previous training rather than the amount of Latin read.

The study of Roman life, the history of Latin literature, Roman mythology and antiquities, are correlated with the reading of Latin authors.

I. First year Latin (text, Collar & Daniell). Drill on pronunciation and forms. 5 hours a week, the first 18 weeks.

II. Selections from folklore and Fabulae Faciles. Caesar. Study of syntax and prose composition. 5 hours a week, second 18 weeks.

III. Caesar—selections given in Second Year Latin (Greenough, D'Ooge and Daniell) completed.

Prose composition. 5 hours a week, first 18 weeks.

IV. a. Ovid's Metamorphoses, study of dactyllic hexameter. Gayley's Classic Myths.

b. Vergil's Aeneid, Books I and II. Composition and Johnson's Private Life of the Romans. 5 hours a week, second 18 weeks.

V. Vergil's Aeneid, Books III-VI. Composition and study of Roman life. 5 hours a week, first 18 weeks.

VI. Selected orations of Cicero. Composition and sight reading.

VII. a. Horace: Odes and Epodes. Study of Horatian meters. Sight reading.

b. Cicero, De Senectute or De Amicitia. Sight reading. 5 hours a week, the first 18 weeks.

VIII. Livy, Books XXI and XXII. Mackail's History of Latin Literature. 5 hours a week, second 18 weeks.

IX. Latin Comedy—Plautus and Terence. Minor Latin poets. 5 hours a week, first 18 weeks, offered in 1913 and 1914.

X. Horace. Selected epistles and satires. 5 hours a week, second 18 weeks. Offered in 1914.

German.

The courses in German are designed primarily to prepare students to read German prose of a literary or scientific nature.

During the first year special emphasis is placed on the acquisition of the essentials of German grammar together with an understanding of root forms and the value of prefixes and suffixes. German stories are read and many poems committed to memory. To aid in the cultivation of the "Sprachgefuehl," German, as far as possible, is made the language of the classroom.

Der Deutsche Verein, a student organization, affords additional opportunity to all who desire practice in German conversation and a more intimate knowledge of German customs.

The work of the second year comprehends a large amount of reading, varied in style and subject matter. Since the practical value of German in the Normal College lies not so much in the ability to speak German as in the ability to read it readily, continued practice is given in the oral translation of German into good idiomatic English, while sight reading is a feature of the daily work. An effort is made to choose such reading matter and composition material as will give the student an insight into the mythology, legends, history and life of the German people. The character of the work given in Course VI may vary, being of a literary or scientific nature according to the needs of students. The scientific German read is chosen with reference to its practical value to the student desiring to do advanced work along the lines of pedagogy and experimental psychology.

The following six courses are offered. Students who have had at least two years of German in accredited high schools are admitted to Course III. Those who offer one year of German enter Course II. Courses V and VI, which will be given in alternation with the last two courses of advanced Latin, will be offered in 1912-13.

I. German grammar and easy reading. The texts used are Bacon's "German Grammar for Beginners," and Guerber's "Maerchen and Erzaehlungen." 5 hours a week, the first 18 weeks.

II. German prose: Bacon's "Im Vaterland." Easy German lyrics: memorizing of poems. Composition takes

the form of the reproduction in German of short stories read aloud by the instructor. 5 hours a week, the second 18 weeks.

III. A series of novelletten by representative German authors, such as Gerstaecker, Zschokke, Heyse, Baumbach, etc. Sight reading and composition. 5 hours a week, the first 18 weeks.

IV. German drama. Schiller: Wilhelm Tell. Freytag: Die Journalisten. Sight reading and composition. 5 hours a week, the second 18 weeks.

V. Dramatic works, such as Iphigenie auf Tauris, Minna von Barnhelm, Die Versunkene Glocke, Prinz von Homburg, chosen to meet the needs of the class. 5 hours a week, the first 18 weeks in 1914-15.

VI. a. Literary Course. Study of Heine and Lessing. Outline of German literature. Report in German of two modern works read. 5 hours a week, the second 18 weeks. Offered in 1914.

b. Scientific Course. Readings in Lay's "Experimentelle Didaktik." No student admitted to this course without work in neurology and psychology. 5 hours a week, the second 18 weeks. Offered in 1913.

Department of Biology.

PROFESSOR CLARK.

1. Elementary Physiology.

It is the purpose of this course to give a general introduction to the subjects of anatomy, physiology, and hygiene preparatory to the more advanced work offered in the normal course, and also to enable those who complete it to pass the ordinary teacher's examinations on the subject. 5 hours a week, 1st eighteen weeks.

2. Introductory Biology.

It is the aim of this course to study the essentials for successful living as shown by animals and plants in their struggle for existence, by various adaptations, through the evolving of higher from lower forms, in communal as well as solitary life, with the disadvantages resulting from degeneration and parasitism.

For the first twelve weeks the principles of biology are studied from illustrations of animal life.

During the last eight weeks plant life is studied. Growth from the seed, the various parts of the plant—their structure, functions, and ecology are considered. Only a little time is spent in the laboratory, but much time out of doors. Only a little time is given to a systematic botany—to crushing the life out of the flowers and pasting them into collections—but each pupil is expected to observe native plants in their natural home, and to plant and care for living botanical specimens. One important feature of this course is a study of the economic value of roots, fruits, and the products of the stem, and this is illustrated by actual specimens.

It is expected that biology will train the pupil to observe more carefully, and to appreciate more fully the great values of life. 5 hours a week, 2nd eighteen weeks.

3. Physiology and Hygiene.

In this course more attention is given to the human mechanism—studying what the body does and how it does it and how it should be cared for—than to details in anatomy and histology. Incidentally pathological conditions are studied, such as would enable a teacher to notice the symptoms of "school disease."

The course is a helpful foundation for Child Study and School Hygiene, and especially for teaching Physiology in the public schools. For this latter purpose the text-book used is one of the series adopted by the State Text-Book Commission.

Special attention is given to studying those conditions that make for health, and such books as Pyle's "Personal Hygiene" and Hough and Sedgwick's "Hygiene and Sanitation" are studied.

The laboratory work consists of only such dissecting as well illustrates the different systems and organs and their functions, of a microscopic examination of the tissues, also of exercises showing the physical and chemical actions in the human body and upon food and air. A human skeleton, many models, and several charts are frequently used. 5 hours a week, 1st quarter.

4. Neurology.

The study of the nervous system is a continuation of the course in Physiology and Hygiene, and is the foundation of the physiological side of psychology. Consequently special attention is paid to the sense organs, and to the anatomy and physiology of the brain. This course with

A Corner of the Physical Laboratory.

A Reading Room.

course 3, constitute the course called Anatomy and Neurology, 1st quarter, Junior year.

5. Nature Study.

Nature study is based upon the economic, educational, ethical "Hodge idea," making use of Hodge's "Nature Study and Life." Myths, poems, and other literature, such as Darwin's study of the earthworm, Wm. Hamilton Gibson's, Borrough's, and other nature-writers' descriptions are enjoyed. It is hoped that a closer enthusiastic sympathy with nature, as well as a truer knowledge and a more practical appreciation of the harmful and beneficial forms of plant and animal life may be derived from the study. 3 hours a week, 1st quarter.

Department of History and Civics.

PROFESSOR GARVER.

The Aim or Purpose.

It is among the aims of this department to teach a reasonable number of the facts of history; to help the student learn how to arrange, classify, and interpret such facts; to stimulate correct historical thinking and to cultivate the judgment by emphasizing the relation between cause and effect in human affairs; to make the student's mind as broad, liberal, and tolerant as may be; to give him an acquaintance with and understanding of his environment by showing, as far as possible, how the present grew out of the past and may be made to serve the future age; to give a reasonable acquaintance with the literature of history; and, incidentally, to teach the student the use of books and libraries.

The Method of Instruction.

The method of instruction differs with the different courses as the character of the subject and the grade of the work seem to require. No one method, therefore, is followed to the exclusion of all others.

In every course a standard text is required as a basis for the work. The text book is supplemented by lectures on the part of the instructor and wide outside reading on the part of the students. A large amount of topical work is done—definite topics being assigned, upon which the

student reports in class. This gives an acquaintance with books and training in investigation and analysis.

Note-book work is required in most of the courses; written papers in some of them. Class discussions are frequently found of great value. Map studies are an ever present help; while sources and source material are used to a limited extent. In brief, most of the approved methods and aids of the up-to-date history teacher are used, at one time or another, in the various courses offered.

1. Beginning American History.

Two courses in American History are offered. In this, the more elementary course, about two-thirds of the time is given to that part of American History which comes before 1789. In the more advanced course, given in the Junior year, this arrangement is reversed and about two-thirds of the time is given to the National Period, or that since 1789.

A two-fold object is sought in connection with the elementary course: (1) to give the student a general knowledge of American history and, (2) to treat the Colonial Period in such a thorough manner that the emphasis may be placed upon the more important National Period in the advanced course. Text, Fiske or Ashley. 5 hours a week, 2nd half of 2nd quarter and 3rd quarter.

2. English History.

This course traces the origin and development of the English nation in its political, social, economic, and religious aspects. English contributions to law and government are constantly kept to the fore, while the consideration of the subject as the background and starting point of American History is emphasized throughout. Andrews' "Short History of England," or Montgomery's "Leading Facts of English History," will be used as a text and serve as a basis for the course. 5 hours a week, 1st quarter and 1st half of 2nd quarter.

3. Civics.

The work is Civics includes a study (1) of the local and state governments of Montana and (2) of the federal government of the United States. In connection with the first part of the course, both Swain's "Civics for Montana Students," and Harmon's "Supplement to Reinsch's Civil Government" will be used as a text, supplemented by the study of all kinds of official documents and papers illus-

trative of city, county, and state governments in Montana. Special attention is given to the constitution and codes of Montana while the study of the state government is prefaced by a brief survey of the history of the commonwealth.

The second part of the course is devoted to study of James and Sanford's "Government in State and Nation," and a review of Reinsch's "Civil Government," the object being to emphasize the chief factors in the government of the United States and their practical workings. 5 hours a week, 2nd half of 2nd quarter and 3rd quarter.

4. Ancient History.

The course in Ancient History is introduced by a brief study of the Eastern Nations, stress being laid upon their origins, the influences affecting their growth and development, and, finally, their respective contributions to progress.

In connection with the history of Greece, her physical environment and the debt she owed to the Eastern Nations are first noted. Then after tracing her political history, emphasis is placed upon the great contributions of Greece in the fields of philosophy, literature, art, etc.

The study of the Hellenistic period serves as a transition to the history of Rome, whose physical environment was similar to that of Greece, but whose cultural inheritance was much greater, including, as it did, the bequests of the Greeks themselves. Stress is laid upon Rome's position as the center of the world's history and upon her contributions to the field of politics and legal science.

The period of the German Migrations and the Conflict between the Roman and the Teuton is treated entirely from the Roman point of view. Myers "Ancient History" is used as a text. 5 hours a week, 2nd half of 2nd quarter and 3rd quarter.

5. Mediaeval History.

After a general review of the events of European History from the German migrations to the coronation of Charlemagne in 800, the larger events of the Middle Age proper such as Feudalism, The Struggle between the Empire and the Papacy, The Crusades, The Mediaeval Church, The Development of the Papacy, The Renaissance, and The Rise of Modern Nations, are taken up and studied in order. The introductory period covering the story of the Migrations, and the Fusion of the Races is studied from the non-Roman or Teutonic point of view, the history of the Franks, as the

people through whom the transition from the Roman to the Mediaeval civilizations was most directly made, being emphasized.

In much the same way stress is laid upon The Rise of the Modern Nations and the Renaissance as the events which most perfectly connect the civilization of the Modern World with that of the Middle Age. Robinson's "Western Europe" is used as a text. 4 hours a week, 1st quarter and 1st half of 2nd quarter.

6. Modern History.

The course in Modern History may be looked upon as a continuation of the above. While the political history of the great nations of Europe is traced in general outline, the work may be said to center about the Protestant Revolution, The French Revolution, and Recent Expansion. Nineteenth Century History, especially, the stories of the Unification of Germany and Italy, receives due attention. The general aim of the course is to give the best possible understanding of the world politics of today. Text Robinson's "Western Europe." 4 hours a week, and half of 2nd quarter and 3rd quarter.

7. Advanced American History.

According to the plan outlined under Course I, after a brief review of the Colonial Period, an intensive study of the National Period is made in the Junior year. While the constitution and political phases of our history are emphasized, the social, economic, and industrial problems are not neglected. The main object of the course is to show, as far as possible, how the institutions of the present arose out of those of the past and how a knowledge of the way in which our past problems were solved may help the present generation in the solution of contemporary problems. Channing's "Student's History of the United States" is used as a basis for the work. 3 hours a week, first two quarters.

8. Contemporary History.

In the Four Year Degree Course an intensive study will be made of contemporary history. Beginning with a review of the French Revolution and of the Napoleonic Era, a survey will be made of Nineteenth Century History. As the present day is approached, the study will be made, not only more and more intensive, but the scope of it will be broadened to include many phases of the contemporary

history of Asia, Africa, America and Australia, as well as of Europe. The chief aim of the course will be to inculcate the best possible understanding of the world problems of our own time.

9. History of Montana.

A course in the History of Montana will be offered during the summer of 1914, if desired by a sufficient number of students.

10. Economics.

Industrial activity is the basis of all civilization, and without a clear appreciation of this relation there can be no adequate comprehension either of the present or of the past life of the human race. This fact makes some knowledge of economics fundamental in education. Without the ability to appreciate the economic point of view the teacher can make nothing valuable of the study of geography, about which is grouped the activity of the present, or history, which deals with past development.

It is more with the idea of establishing this economic viewpoint, than of inculcating certain theories that this study is pursued. From the starting point of human wants as the basis of economic science, the influence of wants in giving impetus and direction to industrial activity is studied and the various forms of that activity, especially in the organization of capital, of labor and of exchange, and the forces which determine the distribution of wealth are discussed. Ely's "Elementary Economics" is used as a text. 5 hours a week, 1st quarter and 2½ hours a week 2nd quarter.

11. Sociology.

Social phases of education are coming to receive more recognition than formerly. For this reason, as well as by reason of the intimate connection between race history and the mental development of the child, the well-prepared teacher must comprehend something of the course of race development. The purpose of this study is not so much to discuss various theories of social organization, as it is to gain practical help on the problem of education. Beginning with a survey of primitive institutions, this study presents an outline of their evolution to the stage reached in modern society. 5 hours a week, 2nd quarter and 5 hours a week 3rd quarter.

Physical Culture and Expression.

MISS SCOTT.

Physcal Culture.

The aim of the work in physical culture is, first, the physical development of the student; second, preparation to teach or in cases of special ability to supervise physical culture and playground work in public schools; third, ease of movement and development of personality.

Physical examinations are made at the beginning of the year, and reviewed at the beginning of the second semester. From these examinations individual work is prescribed.

Any special examinations or eye tests that are advised must be attended to promptly and reported without delay.

Particular emphasis is laid upon corrective work, and special attention is given to alertness and spontaneity.

Physical culture is required of all students unless excused for some physical defect. Students thus excused are required to attend a physical culture class as observers, and to report regularly for corrective work.

The gymnasium dress required is the regulation blouse, bloomers, and tennis shoes in black. The blouse should be short-sleeved, cut square in the neck, and without collar. A short black skirt and flexible shoes are required during the senior year for gymnastic dancing.

Lockers are provided each student, for which a deposit of fifty cents is made at the beginning of the year, to secure the return of keys.

First and Second Elementary Years.

Definite instruction in personal hygiene is given throughout the elementary years, and much attention is given to the practical application of the same.

First half of year: Introductory drill in formation, tactics, and marching. Drill in attention and response to command. Circle and competitive games. Introductory rhythmic work.

Second half of year: Question days. Exercise in stretching, jumping, running. Introductory dumbbell and wand exercise. Rhythmic plays and first folk dances. Field drill.

First Year Normal Course.

First half of year: Drill to develop quickness and spontaneity of movement. Quick formations. Marching for

poise. Balance exercises. Advanced wand and dumbbell drill period. Jumping, running, and walks carefully directed. Free play. Indoor and outdoor games. Fancy steps and advanced rhythmic exercise.

Second half of year: Exercise in German gymnastics. First Indian club drill. Games employing difficult organizations. Field Day preparation. Rhthymic song games and folk dances.

Second Year.

First half of year: General gymnastics. Indoor and outdoor games. General athletics. Theory of Swedish gymnastics. Military tactics. First principles of gymnastic dancing. Foundation steps.

Second half of year: Advanced Indian club exercise. Advanced Swedish gymnastics. Field Day preparation. First track athletics. Social and gymnastic dancing.

Third Year.

First half of year: Theory of gymnastics. Play-ground methods. Theory of play. Free plays. Games—indoor and outdoor. Practice in teaching and directing games. Marching tactics. General gymnastics. Aesthetic dancing.

Second half of year: Gymnastics for the grades. Practice in teaching gymnastics. Track and field athletics. Corrective exercises. First aid. Advanced dancing and folk dances.

Playground Instruction.

All of the playground activities at the training school are directed by student teachers. One period a week is devoted to the theory of playground work and methods of direction and the work is closely supervised by the physical director as well as the practice work in school room gymnastics, in which a thorough course of practice teaching is required.

Reading.

First Elementary.

First half of year: Elementary sound drill. Diacritical marks. Use of dictionary in pronunciation. Articulation and pronunciation of words.

Second semester: Application of articulation and pronunciation in sentence drill. Oral reading to train the eye in gathering thought from the printed page.

Second Elementary.

First half of year: Tone drill. More advanced drill in pronunciation, articulation and enunciation.

Second half of year: Oral reading: object, correct phrasing and clear enunciation. Memory work required.

First Year Normal Course.

First half of year: Advanced elementary drill. Placing of voice. A study of qualities of voice.

Second half of year: Drill in prepared and sight reading. Some attention is given to the correction of mannerisms of voice. Memorizing is required with introduction of platform work.

Second Year.

First half of year: In this course special attention is given to the placing of voice on elementary sound work in articulation, enunciation, pronunciation and diction. Qualities of voice, stress, and melody are studied. Some thought, also, is required throughout the semester as to good methods in presenting elementary drill and oral reading to children of the grades, and methods for correcting mannerisms of voice and body, and teaching foreigners to overcome their accent.

Second half of year: Drill in platform presentations, dramatizations for grade work, forms for programs of entertainment, and interpretation of various types of literature are the work outlined for the last semester.

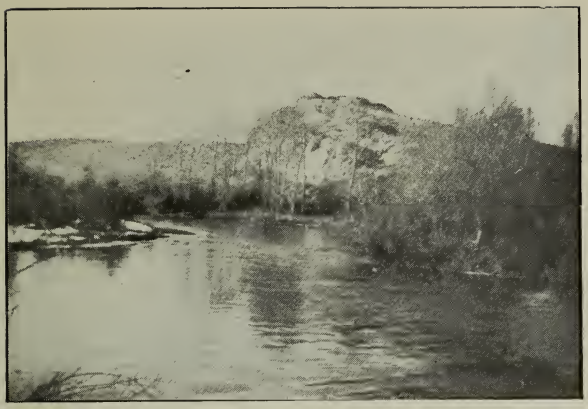
Manual Arts and Drawing

MR. SHOUDY.

Teachers' Course.

The work in manual arts extends throughout the three years course. There is offered to students an elementary art education with especial attention to the application of its principles to public school work. It prepares those who graduate from the Normal College to carry on successfully the plans in drawing and hand work as laid down by the supervisors of such subjects in the best school systems. The head of this department in the college supervises the work also in the training school, and students have opportunity not only to observe the art work in the different grades, but also to assist in its teaching.

Students are trained to teach drawing and hand work in graded or ungraded schools either with or without a supervisor. Students of special ability and interest may prepare for positions as special teachers of this work.



"Lovers' Leap," Lime-stone Cliff Viewed from the College.

Axe Canyon, within view of the College.

Students without previous art education are assigned to the first year course. The lessons in this course develop the sense of fitness, proportion, balance, rhythm, memory, etc., through free arm movements at the board and on paper; the carving of simple forms; and the modeling of animal forms in clay.

Those qualified for the second year must have training equivalent to that given in the first year. Constructive design is taken up and applied to everything made. Rugs, simple mats, leather work, simple wood work, book-binding, etc. are the problems.

During the third year special attention is given to design, representation and hand work in the grades. Art work as one of the modes of expression of the child is considered, and its applications to the various lines of work shown. Students observe and assist in art and craftsmanship work in the training school, and are assigned to teach as in other branches. The writings of authorities are the basis of study, and an opportunity to study the problem at the training school is a feature. Picture study, the lives of great painters, craftsmanship, etc., are studied, with the view of forming a working base for future study. 2 hours per week, throughout the normal course.

Mechanical Drawing.

Throughout the three years, mechanical drawing sufficient to enable a student to make working drawings is required, but an opportunity is given to take a special course covering two years, for five hours a week, which prepares one for college requirements.

Sketch Club.

Opportunity is given to students to join the Sketch Club, where one may specialize in any medium, and where talks on art and artists are given. The studio is open to members, and criticisms are given at regular intervals.

Department of Music.

VOCAL, MISS HERRICK.

Public School Music.

The purpose of the course is to train students for the regular music work of the public school. Those who

have musical ability may fit themselves for positions as special teachers or supervistors of music.

Public school music is a required subject in all classes. The work is divided as follows:

Music I. (Elementary.)

This class is designated for those who are not familiar with the rudiments of music.

In addition to elementary principles work in sight singing and ear training is given in this course.

Music II. (Freshman.)

More advanced work in sight singing and ear training with some musical history.

Music III. (Juniors.)

The study of music from the grade teacher's viewpoint, advanced work in sight singing, and ear training, child voice, rote songs and McLaughlin's Elements of Music and Notation.

Music IV. (Senior.)

Methods of teaching music in the grades, practice in teaching, the study of some cantata or opera.

Besides the regular classes there are two musical organizations, the Girls' Glee Club and the College Orchestra. These organizations meet once a week and all who care to may join.

Instrumental.

EDITH HATCH.

Instructor in Piano, Voice Culture, Pipe Organ, Theory, Harmony, History of Music.

Graduate and Post graduate of the Cincinnati Conservatory of Music. Pupil of Louise Sims, Theodor Bohlmann, Hans Richards and Clara Baur.

It is not deemed advisable to map out a strict and unalterable system of musical tuition, to be followed by all students of music, as the individual needs of each pupil, differ greatly from those of another.

It will be the aim of the department to lay a correct and thorough foundation, and to so train the puipls, technically and aesthetically that they may be able to portray, in the realm of sound, that finer feeling and sweep of

emotion, which are the swaying forces of all good performances.

Students' recitals will be given at appropriate intervals, thus giving the pupil ample opportunity to become accustimed to public performances.

TERMS.

Piano Voice Culture Pipe Organ

$20.00 per term of 20 lessons.
$10.00 per term of 10 lessons.

Theory Harmony History of Music

$10.00 per term of 20 lessons. Students will not be accepted for theoretical work unless they enroll for full term of 20 lessons.

No deduction will be made for absences except in cases of protracted illness.

All bills must be paid in advance, unless special arrangements are made with the director to the contrary.

If so desired by the parents or guardians of the pupil, a monthly statement will be mailed to them on the first of each month, after which payment may be made.

A large stock of music covering all requirements, is kept on hand, to be sold by the director. Accounts for this will be mailed the first of each month.

Pianos for rent. Statement of charges. ($1.00 per month per practice period.)

DOMESTIC SCIENCE.

Beginning with September 8, 1913, Domestic Science and Arts will be introduced as a regular part of the course, instead of being confined to the 4th quarter, as heretofore. Announcements will be made later.

GENERAL INFORMATION.

Location.

The Montana State Normal College is located at Dillon, nearly seventy miles south from Butte. It is on the Oregon Short Line Railroad, but connections are such that it can be reached on the day of starting from all railroad towns in most parts of Montana and eastern Idaho.

Buildings.

The main building of pressed brick, with stone foundation, and slate roof, was built and equipped in 1897 at a cost of $50,000. The basement is occupied with the biological and psychological laboratories. On the main floor are the offices of administration and the class rooms for the training department and of the department of psychology. An assembly hall, art rooms, and the recitation room of the department of foreign languages, occupy the second story, and the third story is devoted to the domestic science department and the school of music.

A new building adjoining the former building on the south, has recently been erected and equipped at a cost of $90,000. The basement contains the gymnasium and the lecture room and laboratories of the department of physics and chemistry. The first main floor has four class rooms assigned respectively to the departments of English, mathematics, history, and expression, and also a large study room and retiring rooms. The second floor is devoted to the library and the large auditorium with seating capacity, including galleries, of nearly six hundred.

All the buildings are heated with steam from a central boiler house, and electrically lighted.

Dormitories.

The State Normal College offers exceptional opportunities to students to secure comfortable home accommodations, at a minimum of expense. Two large and attractive dormitories, closely connected, provide comfortable, healthful, and cheerful lodgings for about one hundred twenty young women, who are under the immediate personal supervision of the matron. They are thus freed from the inconveniences and interruptions which are unavoidable in private rooming houses and also have very much better lodgings than can be found outside of the college campus.

Table board of excellent quality is furnished at the

dormitory to both young women and young men. As this is provided at actual cost, the expense is very much less than must be paid elsewhere for equivalent advantages. Convenient lodgings for young men are found in houses of private families near the college.

The Training School.

The public schools of Dillon constitute the training school of the State Normal College. The school is maintained jointly by the College and the local school board. The College supplies a superintendent and five supervisors, and assists in the support of twelve critic teachers, one for each room in the school. The training school is an actual public school, composed of five hundred pupils, under the usual conditions and with the usual problems to be found in public schools, so that the experience gained here is of direct and all-around value in the preparation of the student for future work.

The course of study is the same as that prescribed for the state of Montana, with such enrichment as is possible under favorable environment with liberal equipment and with a strong staff of teachers and supervisors. Enrichment occurs along such lines as primitive history, games, rhythmic work, music, drawing, manual training, sewing, supplementary reading, history and geography.

The school is so organized as to carry on the training of the Normal College students in observation and actual teaching without detriment to the best interests of the pupils. Liberal financial support secures a corps of critics and supervisors who are selected from a wide range of the most thoroughly prepared and experienced teachers. Critic teachers, supervisors, and superintendent devote their time to making the school a model in character and efficiency. Student teachers begin their teaching only after thorough preliminary training and specific preparation for the work to be done. The youthful energy and enthusiasm of the student teachers, together with their knowledge that they must "make good," acts as a tonic on the school and contributes largely to their success notwithstanding their experience.

Library.

The library contains more than eight thousand five hundred volumes, besides a considerable number of pamphlets, and additions are constantly being made. The books have been carefully selected with a view to the special needs of

the school. The aim is not to obtain a single copy of as many different books as possible, but to ascertain what books are of most practical use to the work of the school, and have a sufficient number of copies so that constant use of the books in connection with class work may be practicable.

Students have free access throughout the day to the library shelves, and a commodious reading room, in connection with the library, is always accessible for reading and study. Certain books may be withdrawn for home use.

The library is completely catalogued, both alphabetically by authors and by general subjects, in accordance with the Cutter Expansive Classifications. This is now being changed to the Dewey decimal system of classification. The librarian and teachers also give special help to the pupils in the use of the library.

The reading room is supplied with a good selection of periodicals of a pedagogical character, as well as most of the magazines and reviews of the better class, and several Montana daily and weekly newspapers.

Use of the library is free to all students, but to guarantee proper care each student deposits one dollar, which is returned at the end of the year, less any fines or damages which may have accrued.

The library subscribes regularly for the following periodicals:

American Historical Review.
American Journal of Physiology
American Journal of Psychology
American Journal of Sociology
American Magazine
American Political Science Review
American School Board Journal
Atlantic Monthly
Bookman
Book Review Digest
Century Magazine
Chautauquan
Classical Journal
Commoner
Cosmopolitan
Cumulative Book Index
Current Literature
Education
Educational Review
Elementary School Teacher
Forum
Harper's Monthly
History Teacher's Magazine
Independent
Inter-Mountain Educator
Journal of American History
McClure's Magazine
Manual Training Magazine
Monist
Nation
National Geographic Magazine
New York Teachers' Monographs
North American Review
Outlook
Pedagogical Seminary
Political Science Quarterly
Popular Science Monthly
Psychological Review
Public
Reader's Guide to Periodical Literature
Religious Education
Review of Reviews
Saturday Evening Post
School Arts Book
School Journal
School Review
School Science and Mathematics
Scribner's Magazine
Survey
Teacher's College Record
Twentieth Century Magazine

Journal of Education
Journal of Educational Psychology
Journal of Geology
Journal of Pedagogy
Kindergarten Magazine
Western Journal Education
Western Teacher
World's Work
World To-Day
Yale Review
Youth's Companion

The following are supplied gratuitously by their publishers, to whom grateful acknowledgements are hereby tendered:

Advocate of Peace, Boston
Beaver Valley Gazette, Wibaux
Belgrade Journal
Belt Valley Times
Billings Times
Bozeman Chronicle
Bulletin of the Bureau of Labor, Washington, D. C
Carbon County News, Belfry
Chouteau Acantha
Columbus News
Dawson County Review, Glendive
Dillon Examiner
Dillon Tribune
Enterprise, Malta
Forsyth Times-Journal
Glasgow Democrat
Havre Plaindealer
Inland Empire, Moore
Independent, Miles City
Lewistown Daily News
Madisonian, Virginia City
Meagher Republican, White Sulphur Springs
Montana Daily Record, Helena
Montana Homestead, Hinsdale
Montana Staats Zeitung, Helena
Montana Sunlight, Whitehall
Northwestern Stockman and Farmer, Helena
Northwest Tribune, Stevensville
Philipsburg Mail
River Press, Fort Benton
Rocky Montain Leader, Boulder
Sanders County Ledger, Thompson
Sanders County Signal, Plains
Searchlight, Culbertson
Silver State, Deer Lodge
Times, Virginia City
Townsend Star
Valley County News, Glasgow
Troy Herald
Western News, Hamilton
Western News, Libby
Whitefish Pilot
Wibaux Pioneer
Yellowstone Monitor, Glendive

Laboratories and Apparatus.

The apparatus of the manual training department is adequate for all courses outlined. A recent addition comprises a full equipment of Orr & Lockett manual training benches with Toles' rapid acting vices and full outfits of tools for wood working. Besides these there is a complete sloyd outfit, and for work in drawing an abundant supply of drawing boards and implements, and a large assortment of casts and models.

There are four scientific laboratories for work in (1) physics and astronomy, (2) chemistry, (3) biology, (4) experimental psychology. All the laboratories are supplied with running water, and a Matthews gas machine furnishes all the laboratories with convenient fuel, and obviates the use of alcohol for this purpose. Dark rooms for developing photographic negatives are accessible to the laboratories.

(1) The physical laboratory is well equipped with heavy maple tables with 4-inch tops, is well lighted and supplied with water and an alternating electric current for furnishing motor power. The equipment includes work benches,

carpenters' and tinners' tools, and apparatus for demonstration and investigation. The apparatus numbers about 600 separate pieces; some of the most important are, in mechanics, levers, wheel and axles, inclined planes, pulleys, balances, weights, and inertia apparatus; in hydro-dynamics and gravitation, pump, Brahma press, Mason's apparatus, Joule's apparatus, waterwheels, hydrometers, both Twaddle and Nicholson, pendulums, Atwood's machines, Jolly's improved specific gravity balance; in optics, lens, prisms, mirrors, plane, concave and convex, polariscope, spectroscope, photometer and solar lanterns; in pneumatics, air pumps, barometer, baroscope, bell jars; in sound, tuning forks, acoustic tubes, sonometer, and siren; in heat, expansion apparatus, Gravesend ring and ball, conductometers, compound bars, thermometers; in magnetism and electricity, galvanic batteries, galvanometers, both tangent and astatic, a D'Arsonval dead-beat galvanometer, vacuum tubes, condensers, induction coils, dynamo, motors, and telegraphic apparatus. During the past year an astronomical reflecting telescope has been added, with a three-inch object glass, celestial and terrestrial eye-pieces having magnifying power of 102 and 125 diameters.

(2) The chemical laboratory is arranged with the purpose of securing individual work and good ventilation of the room so that none of the gas generated will remain in the room, to be distributed through the building. The equipment includes all apparatus necessary for work in descriptive and qualitative analysis. The work-cabinets are supplied with water, pneumatic troughs, glassware, regent bottles and supplies. A large Berzilius gasometer and a still are added for procuring large quantities of gas and distilling water.

(3) The biological laboratory is fully equipped with dissecting and compound microscope, microtomes, imbedding apparatus, dissecting apparatus, stains and reagents for preparation of materials, an articulated human skeleton, a full set of Bock-Stegar anatomical models, two human brains, collection of marine forms of animal life, botanical collection, and a large number of lantern slides. In addition to these, this laboratory has a fine college bench stereopticon, using electric arc light, and fitted with Bausch & Lomb microscopic attachments for projection. Biological students also have access to the apparatus of the psychological laboratory.

(4) The psychological laboratory has recently been remodeled and numerous additions have been made to its

A Corner of the Campus.

equipment. Funds are also available for the further purchase of apparatus and illustrative material. The aim is first to provide for general psychology an adequate working equipment made up largely of the simpler pieces of standard apparatus, and secondly to procure more elaborate apparatus especially for pscho-pedagogical investigations. Following is a partial list of apparatus already on hand:

(a) In optics: Bradley color-wheels, electric motor, color mixers, Hering's discs, campimeter, opthalmoscope, Snellen's test cards, Hering's fall apparatus, set of Muensterberg's pseudoptics, models of the eye, including (besides the usual anatomical models) Knapp's opthalmoscope and Porter's artificial eye.

(b) In acoustics: complete series of tuning forks (mounted), fall phonometer, set of Quincke's tubes, models of the ear, including Helmholtz's large model of the middle ear, Galton's piston whistle.

(c) In haptics and the lower senses: aesthesiometers, temperature and pressure points, algometers, olfactometers, diagrams of the dermal sense organs.

(d) For study of affective qualities; two keymographs of different types, Marey's tambours, Porter's sphygmograph tambour, signal magnets and electric time markers, Jastrow's automatograph, Porter's sphytograph tubes, Francke's plethysmograph, dynamometers.

(e) For study of association, memory and action: set of Sanford's vernier chronoscope, Jastrow's memory apparatus, falltachistoscope.

(f) A complete set of brain models.

Publications.

The Normal College Bulletin is published four times a year, three numbers being devoted each to some practical matter of value to teachers in connection with their regular school work, and the other constitutes the catalogue of the Montana State Normal College. Persons in the state who are interested may receive these publications regularly, without charge, on application to the president.

The Monmal is published monthly through the school year by a board of editors chosen by the students from among their own numbers. It gives practice in editorial work, and represents the various student activities.

The Chinook is an annual published by the senior class, depicting some of the lighter phases of college life.

The Story Teller's League.

To further develop an interest in the art of story telling and to gain greater familiarity with the origin, growth and continuance of folk literature a story teller's league has become a permanent organization of the school. The league meets alternate weeks, only seniors being eligible.

The materials of the course are varied, but the unifying aim is to find those elements which make the piece of literature studied vital and strong and enduring.

During the past year the folk tales forming the themes of some of Wagner's verse studied, a few modern short stories, several Norse stories and a number of Uncle Remus tales. The work is directed by Miss Bettes and Miss Scott.

Oratory.

The State Normal College is a member of the Montana Oratorical Association, and the successful competitor in a local contest represents the college in the annual state oratorical contest of the association. In the six years during which the organization has been in existence, this college has won first honors three times.

Athletics.

The Normal College aims to make athletic enterprises an aid to intellectual pursuits rather than a substitute therefor. Consequently students are not encouraged to engage in competitive contests which take them to a distance from the college, and seriously interrupt their work. All such activities are promoted, however, as provide recreation and tend to normal healthy development. An athletic field on the campus gives ample opportunity for out-door sports, and the gymnasium, supplied with a variety of physical apparatus and baths, is under the direction of a practical instructor.

An athletic association has been formed for the purpose of encouraging systematic work in various branches of athletics, especially in out-door sports.

Special attention is given to basketball and tennis. Before entering a basketball team a student must pass a physical examination by a physician. Membership is voluntary, but those who enter are held to regular practice as a part of their required work.

A tournament of class games close the basketball season. The tennis club also ends its season with a tournament in the spring. The annual field day and play festival

is participated in by the whole student body, including the training school.

Lecture Course.

In order to enable the students to get the benefit of some entertainments of a high character, the College has for several years secured the services of some noted lecturers and dramatists to give a course of entertainments distributed at intervals throughout the season. The large attendance has made it possible for each student to attend the course at very small expense.

Concerts given from time to time by the Musical department, and recitals by the Department of Reading are also accessible to all students of the College.

Expenses.

The enrollment fee is five dollars, each half-year or part of a half-year for which a student enters. Students coming from a distance may deduct from this the amount necessarily paid for railroad fare to reach Dillon. No fee, therefore, is required from those whose railroad fare is five dollars or more. Excepting from those who attend the fourth quarter, in which a matriculation fee of five dollars is charged to all who enroll. Students in manual training pay for the material used. Students in chemistry pay a fee of two dollars for chemical supplies used each term. Students are also required to pay for their breakage of laboratory apparatus.

A fee of one dollar is charged for the advanced course in physics. One-half of this deposit is refunded at the conclusion of the course if no apparatus has been damaged. If a laboratory manual is supplied no refund is made. A library deposit of one dollar is required from all students. The deposit is returned at the end of the year if all fines have been paid.

The diploma fee is two dollars.

Class instruction in vocal music is free to all students, but those who take private music lessons pay fees as shown under the head "Musical Department."

Board and Lodgings.

The dormitories provide most comfortable and convenient accommodations. The buildings are heated throughout with steam and electrically lighted. Most of the rooms are arranged for two young women. The charge for board and lodging is $22.50 per month for each student, payable in

advance, and there is no extra charge for heating and lighting. The rooms are thoroughly furnished in every respect except the linen (i. e., sheets, pillowslips, and towels). These, as well as table napkins for their own use, the students supply for themselves. Bath room arrangements are ample and convenient for all.

As board is furnished for actual cost no deduction will be allowed for absence unless the absence is continuous for at least a week. In any event only four-fifths of the amount will be deducted if a room has been retained.

Young men, by rooming in private houses and boarding at the dormitory, may keep their expenses within the same limits as the young women.

Young women sometimes rent rooms in private houses and board themselves. No expense is saved in this way, however, and all accommodations are inferior to those in the dormitory.

Text-Books.

Arrangements are made whereby students may obtain text-books at publishers' prices. Such books as students do not care to keep permanently, can often be bought second hand at small cost. Other needed supplies can be purchased conveniently in town. A good fountain pen is an important part of every student's equipment.

Care of Students.

While most of the students attending the Normal College are sufficiently mature to be responsible for their own conduct, all who enroll themselves as students are expected to conform to the requirements of the college in respect to their personal and social conduct as fully as in other matters.

Only such restrictions are made as experience has proved to be essential to the well-being of the institution, and anyone who should not be ready to conform to such requirements, could not expect to be recommended as a teacher. While abundant opportunity is afforded for recreation and social enjoyment, these things are always to be held subservient to the school work, and in all these matters the judgment of those who are in charge, rather than the judgment of pupils, is decisive.

Mail is delivered promptly at the dormitory. Students should order their mail addressed to the Normal Hall. The dormitory is equipped with local and long distance telephone, and parents even in distant parts of the state, can

usually communicate instantly with their daughters in cases of emergency.

Vacations and Holidays.

The only vacations and holidays are those shown on Page 2. Students and parents should read this carefully and make their arrangements accordingly, as pupils will not be excused to start for home earlier than the time specified in the calendar. Only those living within a few hours' ride of Dillon should plan to go home at the short recess at Thanksgiving and Easter.

Recommendation of Teachers.

The chief purpose of the Normal College is to provide trained teachers for the public schools. Therefore the Normal College is glad to recommend its graduates to school boards who are considering appointments. If members of such boards will write to the Normal College, great care will be taken to recommend only such persons as are thoroughly qualified. To graduate from the Normal College implies not only academic preparation but so much practice teaching that a pupil's ability is thoroughly tested. Those who do not manifest a natural aptitude for teaching are not encouraged to graduate. Consequently when a graduate of the Normal College applies for a position with the unqualified recommendation of the faculty, school boards may feel assured that the applicant is abundantly qualified.

School boards may sometimes receive the impression that applicants are graduates of the Normal College when as a matter of fact, they have taken only a very little study there. It is earnestly requested, therefore, that when applications are received from such persons, the school board communicate directly with the president of the Normal College. A frank statement will then be made of just what work the applicant has done, and to what extent the faculty could recommend an appointment.

The college has found it inadvisable for members of the faculty to give general recommendations—that is recommendations which may be used in applying for any and all positions. But, on request, letters will be sent directly to superintendents or boards with whom applications have been filed, giving a careful statement of the applicant's fitness for that particular position.

Opportunities for Self-Help.

To enable students of limited means to continue their studies, arrangements are made whereby a few pupils can earn their board at the dormitories. As the number applying for such opportunities is always much greater than the number of places, preference is given to those who have no relatives able to pay their expenses. No one is employed who does not enter a regular course with a view of graduation, and those who are appointed are expected to pledge themselves to continue throughout the year. Students who are earning their board should not expect to carry as many studies as those who have all their time and energy for the school work.

Reserving Accommodations.

Pupils expecting to lodge at the dormitory should write and engage rooms as early as possible, as all rooms are likely to be taken before the term begins. If persons who have engaged rooms find that they will not be able to come, they should send notice immediately, so that the rooms may be let to others.

Pupils entering at any time during the year may have accommodations at the dormitories if there happen to be vacant rooms. But rooms will not be held for pupils who expect to enter after the opening of the term, except upon payment in advance at the rate of $1.00 per week for the time from the opening of the term to the date of arrival. Rooms will be assigned only to students who expect to retain them to the close of the year, unless obliged to leave the college by reasons of illness or other unavoidable emergency.

Continuous Sessions.

Beginning with September, 1911, the Montana State Normal College is open the year round. There are four quarters, known as the autumn quarter, the winter quarter, the spring quarter, and the summer quarter, each of twelve weeks. The work of the summer quarter is of the same high character as in other parts of the year, and by reason of its length it is possible to accomplish as much work as in other quarters. Besides this there is in the summer quarter many special features which particularly appeal to teachers who are engaged in their own school work the rest of the year.

This arrangement enables teachers who are not normal

graduates to complete courses without giving up their schools.

New Training School Building.

A new building that will cost approximately $100,000.00 is being erected for the Training School. The plans provide for a building thoroughly modern in every respect, with steam heat, fan system of ventilation, abundance of light, an auditorium, gymnasium, manual training rooms, domestic science rooms, class and recitation rooms, and everything arranged for the comfort, health and convenience of the pupils, as well as for the accommodation of a Training School system.

The Training School is already one of the best organized and equipped in the country and the new building will provide a most commodious, convenient and well adapted housing for it, as well as being a most attractive building.

For further information concerning the Normal College, or for catalogues, bulletins and special circulars, address

THE PRESIDENT,
Montana State Normal College,
Dillon, Montana.

List of Graduates.

NAME	YEAR	COURSE	RESIDENCE
*Albertson, Genevieve	1912	B. Pd.	Eureka
*Allen, Birdie T.	1907	T	Seattle, Wash.
*Almquist, Ida C.	1903	F	Butte
*Alspaugh, Jessica	1910	T	Livingston
*Anderson, Mayme F. (Kerrigan)	1906	T	Havre
Andrus, Alberta	1912	T	Briston
Armstrong, Flora E. (Craver)	1903	T	Armstead
*Atkins, Lulu E.	1906	T	Butte
Auerbach, Ida	1906	B. Pd.	Helena
Auerbach, Louise	1906	T	Los Angeles, Cal.
Baker, Idanha	1912	B. Pd.	Ismay
Baldwin, Maud	1907	S	Norris
Barclay, Alice M.	1903	T	Butte
Barry, Lillian M. (Adams)	1908	T	Dillon
*Bates, Beulah R. (Harrison)	1910	B. Pd.	Victor
*Bennett, Louise M.	1901	T	(Died Sept. 2, 1903)
*Bennett, Mary L.	1908	T	Billings
*Berg, Ida C.	1911	T	Bozeman
Beuschlein, Gail A.	1909	T	Seattle, Wash.
Beuschlein, Minnie H.	1906	T	Seattle, Wash.
*Bondeson, Selma	1910	T	Havre
Bonner, Olive L. (Sharkey)	1902	T	Sugar Hill, Pa.
*Bovee, Cora I	1905	T	Wibaux
*Bovee, Estelle E. Ph. B.	1903	F	Wibaux
*Bowen, Clara F.	1909	T	Philipsburg
*Bower, Eva M.	1908	T	Bozeman
*Brainard, Etta	1910	T	Bozeman
*Bramble, Kittie A.	1909	B. Pd.	Philipsburg
*Breslin, Sarah	1904	F	Butte
*Brewer, Belva	1905	T	Townsend
*Bro, Hannah M.	1909	T	Neihart
*Broaderick, Anna R. (Morris)	1904	T	Havre
*Brown, Hazel Z. (Duncan)	1910	T	Deer Lodge
Browning, Edith R.	1912	T	Miles City
*Burke, Catherine A.	1907	T	Butte
*Burke, Margaret G.	1907	T	Billings
*Burleigh, Pluma K. (Tattersall)	1903	T	Seattle, Wash.
*Burton, E. Lavina	1906	T	Billings
Bywater, Bessie M. (Tyree)	1904	T	Salt Lake City, Utah
*Butter, M. Jean	1907	B. Pd.	York, Neb.
*Carlson, Eliza M. (Selway)	1904	T	Sunfield, Ida.
*Carroll, Joseph D.	1910	B. Pd.	Wibaux
*Carter, Mary M.	1905	T	Ismay
*Chase, Frances M.	1905	T	Seattle, Wash.
Clapp, Thomas A.	1909	S	Anaconda
*Clark, Nellie B.	1907	T	Plains
*Clothier, Francis A.	1904	T	Judith Gap
*Collier, Bessie V.	1908	T	Butte

*Holders of Montana Life Diplomas.

†T, Three Years Course; F, Four Years Latin Course; S, Four Years Scientific Course; P, Professional Course; E, English Scientific Course; B, Pd., Bachelor of Pedagogy.

Coolidge, Elizabeth B. (Davies)	1909	T	Marysville
Cooger, Marion E. (Weldon)	1901	T	Plains
*Conklin, Ella M. (North)	1905	T	Three Forks
*Connell, Helen L.	1902	F	Helena
*Conway, Alice 1910 T and	1911	B. Pd.	Victor
*Conway, Ora B.	1907	B. Pd.	Helena
*Cozad, Lulu V.	1902	T	Helena
Cremans, Maud E. (Bronson)	1908	T	Whitefish
*Crum, Marcia E. (Thornton)	1906	B. Pd.	Columbia Falls
*Dalton, Ernella K.	1903	T	Butte
*d'Autremont, Ada L. (Myersick)	1903	T	Helena
*Davee, Henry A.—B. L.	1902	T	Helena
Davis, Flora L.	1901	T	(Died Feb. 13, 1906)
*Davis, Martha A. (Scott)	1905	T	Portland, Ore.
*Devine, Anna I.	1908	T	Marysville
Devine, Marie S.	1912	T	Bald Butte
*Dierkes, Alice D. (Fogarty)	1905	T	Chinook
Dobyns, Stella V. (Edwards)	1903	T	Sheridan
*Dolson, Delle L.	1907	T	Butte
*Durnford, H. Mignonia	1907	T	Missoula
*Earnest, Alma J.	1907	T	Miles City
*Eaton, Pearl M.	1910	T	Armstead
Ellinghouse, Harriet S.	1912	F	Sheridan
*Elliott, Katherine (Anderson)	1905	T	Lewistown
Erwin, Josephine M.	1912	T	Lewistown
*Erwin, Mable E. (Selway)	1908	T	Dillon
*Falligan, Ella A.	1911	T	Corvallis
*Fitzpatrick, Anna E.	1907	T	Butte
*Flotow, Helen L.	1906	T	Auburn, Wash.
*Foster, Lelia E. (Kirby)	1901	T	Waterloo
*Fowler, Bessie	1908	T	Bozeman
Fox, Nelle M.	1912	B. Pd.	Deer Lodge
Franks, Ethel M.	1912	T	Bozeman
*French, Anna E.	1909	T	Stockett
*French, Mayme F.	1904	T	Greenwich, Conn.
*Fridley, Edna M.	1907	T	Bozeman
*Fritz, Emma L.	1907	T	Miles City
*Gibson, Effie W. (Wright)	1904	T	Belgrade
*Davidson, Lida E. (Gilchrist)	1907	T	Anaconda
*Goodall, Sophie (Woodward)	1904	T	Helena
Goodrich, Clara M.	1911	T	Ronan
*Goodson, Florence A.	1906	T	Livingston
*Griffin, E. L. Varo	1911	T	Anaconda
*Griffin, Maud	1908	T	Roundup
*Griffith, Margaret	1905	T	Butte
*Guillot, Frances H. (Reinig)	1903	T	Sacramento, Cal.
Hadzor, Alice M. (Kilner)	1909	T	Jeffers
*Hagarty, Elizabeth C.	1909	T	Great Falls
*Hagen, Anna I.	1909	T	Victor
*Hamilton, Dora R.	1906	T	Anaconda
*Harrington, Mary G.	1907	T	Butte
Harrington, Margaret C.	1911	T	Butte
Hayes, Mary G.	1911	T	(Died April 16, 1912)
*Heeb, Barbara	1908	T	Three Forks
*Heisey, Gertrude M.	1908	T	Great Falls
Hicks, Myrtle M. (Cooykendall)	1904	T	Anaconda

*Hill, Elsie B.	1903	T	Anaconda
*Holst, Laura C. (Maynard)	1908	T	Victor
*Holst, Clara A. (Marvin)	1911	T	Dillon
*Hopp, Katie E.	1903	F	Murray, Utah
Hoover, Annie M.	1912	T	Gold Creek
*Howard, Florence	1904	T	Missoula
Hudson, Grace Squire	1904	T	San Francisco
Hurd, Ada L.	1911	T	Bannack
*Hutton, Ethel L.	1907	T	Salt Lake, Utah
*Innes, Mary L.	1911	T	Dillon
*Jackson, Euphemia (Campbell)	1905	B. Pd.	Utica
*Jackson, Minnie E. (Sinclair)	1903	T	Kallispell
Jackson, Roda	1913	T	Helena
*Jeffers, Altha M.	1907	T	Virginia City
*Jenkins, Laura B.	1907	T	Denver, Colo.
*Johnson, A. Lucia	1909	T	Billings
*Johnson, Emma D.	1910	T	Race Track
*Johnson, Grace H.	1909	T	Anaconda
*Johnson, Olga V.	1907	T	Deer Lodge
Jones, Edna M.	1911	T	Pony
Kelley, Mary L.	1911	T	Sula
*Kelley, Laura T.	1903	T	Butte
*Keene, Ethel (Oliver)	1907	T	Townsend
Kennedy, Edith E.	1909	B. Pd.	Belleview
*Kennedy, Hazel	1908	T	Havre
*Kermode, Clara A.	1910	B. Pd.	Livingston
*Ketchum, Edna W. B. L.	1909	B. Pd.	Berkeley, Cal.
*Killoy, Sarah E.	1903	T	Butte
*Kleinschmidt, Alice (Goodson)	1904	T	Bozeman
Kolbenson, Margaret	1912	T	Fort Benton
*Koons, Emily E. (Slocum)	1907	T	Ogden, Utah
*Kunzleman, Edith (Noyes)	1908	T	Port Orchard, Wash.
*Laird, Helen	1908	T	Butte
*Lambrecht, Lillian	1905	T	Butte
*LaReau, Eva M. B. L.	1903	F	
	1905	B. Pd.	Helena
*Larned, Blanche M.	1904	T	Ogden, Utah
*Larson, Annie K.	1909	B. Pd.	Three Forks
*Lavigne, Edythe E.	1905	T	Billings
*Lawrence, Eve L. M.	1909	T	Roscoe
*Lawrence, Ruth M.	1907	T	Spokane, Wash.
*Lear, Kathrin M. (Haines)	1905	T	Corvallis
*Lenning, J. William	1901	F	Fort Benton
*Lewis, Mary C.	1900	E	Bozeman
*Lindfors, Verena	1906	S.	Missoula
*Litherland, Lillian (West)	1903	F	Buckley, Wash.
*Loftus, Delia M.	1905	T	Billings
*Lyden, Catherine A.	1911	T	Butte
*Lynch, Annwillis	1911	T	Marysville
*McCormick, Cora	1898	P	Billings
*McFadden, Jose R.	1911	T	Pony
*MacKillican, Myrtle A.	1910	T	Marysville
*McLeod, Mable (Gordon)	1898	P	Bozeman
*McMahon, Mary V.	1906	T	Butte
*McManus, Mary H.	1909	T	Anaconda
McManus, Anastasia M.	1912	T	Anaconda
*McMenamy, Agnes C.	1909	T	Butte

*McNamara, Mamie E.	1907	T	Lincoln
Mahoney, Marguerite E.	1911	T	Canton
Manwaring, Elizabeth (Hogeland)	1909	T	Kendall
*Marcille, Clara G.	1908	T	Anaconda
Marron, Rose A. (McManus)	1905	T	Anaconda
Marsh, Grant M.	1901	T	Long Beach, Cal.
Marshall, Neta Knap (May)	1911	T	Stevensville
*Maw, Minnie (Streit)	1906	B. Pd.	Cascade
*Maxeiner, Edith (Cashmere)	1900	E	Bozeman
*Maxwell, Lora A.	1911	B. Pd.	Eureka
*Mayger, Helen De L.	1908	B. Pd.	Helena
*Maynard, Edith L.	1908	T	Chouteau
*Meek, Beulah S.	1911	T	Lewistown
*Miller, Esther (Willard)	1908	T	Divide
Miller, Iva H.	1912	T	Livingston
*Montgomery, Jessie M.	1910	T	Chinook
*Moore, Emma F.	1909	T	Bozeman
Morgan, Dora L.	1913	T	Billings
*Mosher, Eleanor M. (Schmidt)	1909	T	Dillon
*Mosher, Maude	1898	P	Helena
*Murphy, Eleanor E. (Driscoll)	1903	T	Edmondton, Canada
*Myers, C. Bernice	1904	T	Hardin
*Myers, Harriet C.	1904	T	Butte
*Nelson, Buena	1907	T	Bozeman
Noble, Jennie M.	1910	T	Johnson
*Nelson, Mable (Barbour)	1907	B. Pd.	Forsyth
*Noeth, Marguerite M.	1909	T	Hinsdale
Norris, F. Amelia	1913	T	Helena
Nutterville, Edith F.	1911	T	Butte
*Nutterville, Lucile C.	1910	T	Butte
Oard, Bertha M.	1912	T	Livingston
Oblander, Helen L.	1912	T	Helena
*Olmsted, Alice (Chambers)	1900	E	Dillon
*Olson, Florence J.	1911	T	Columbia Falls
*Olson, Olga V.	1911	T	Red Lodge
*Oneal, Orpha M.	1911	B. Pd.	Plains
*Owsley, Cora C.	1905	T	Helena
Palmer, Lavina M. (Slocum)	1907	T	Blue Hill, Miss.
*Pattee, Mary T. (Kiefer)	1906	T	Bozeman
*Patterson, Lena B. (Newell)	1903	T	Lewistown
*Paul, Hortense M.	1911	B. Pd.	Helena
*Paxton, Catherine	1900	E	Dillon
	1904	B. Pd.	
Peek, Mattie (Preston)	1907	T	Thompson Falls
Pendergast, Helen M.	1911	T	Fox
*Pierce, Jette F.	1899	E	Climax, Mich.
*Poindexter, Edith M.	1907	T	Dillon
*Poindexter, Eleanor L.	1908	T	Detroit, Mich.
*Poindexter, Jessie C.	1911	B. Pd.	Chouteau
*Powers, Esther S.	1909	T	Great Falls
*Pohndorf, Mae E. (Powers)	1903	F	Deer Lodge
Rafferty, Anna E.	1912	T	Missoula
*Rathbone, G. M. (Chambers)	1905	T	Dillon
*Raymond, Carrie B.	1905	T	Sheridan
*Raymond, Delilah, E.	1904	T	Helena
*Reardon, Gertrude A.	1911	T	Klein
*Reinhart, Edna M. (Olsley)	1905	T	Missoula

*Reynolds, Etta	1910	T	Troy
*Rich, Estelle Mae	1900	E	Seattle, Wash.
*Richey, Effie A.	1906	T	Butte
*Roberts, Ina E. (Streets)	1904	F	Butte
*Ross, Margaret J.	1905	S	Dillon
*Rossiter, M. Agnes	1910	T	Butte
*Rounds, L. Pearl (Atwater)	1906	T	Pullman, Wash.
*Ruediger, Hazel M. (Pietsch)	1904	F	Washington, D. C.
*Rusher, Lelia K. (Hunter)	1909	T	Kingston, Pa.
*Russell, Alice E.	1909	B. Pd.	Dillon
Saurer, Elizabeth J.	1912	T	Philipsburg
*Schroeder, Berna C.	1910	T	Anaconda
*Schroeder, Edna A.	1907	B. Pd.	Berkley, Cal.
*Schroeder, Helen M.	1904	T	Deer Lodge
*Scott, Lucinda E. (Buck)	1904	T	Libby
*Senior, Myrtle I.	1908	T	Livingston
*Sharp, Mable M.	1906	T	Anaconda
Shepard, M. Pearl (Ward)	1911	T	Dillon
*Sherman, Cornelia F. (Wade)	1906	T	Polson
*Showers, E. Sophia	1907	T	Anaconda
Sherry, Inez B.	1912	T	Busby
*Slocum, Mettie V.	1910	T	Arlee
Smith, Mable A.	1911	T	Helena
*Smith, Theo E.	1909	B. Pd.	Helena
*Snook, Elizabeth	1906	T	Forsyth
Southmayd, Minnie L. (Hawker)	1906	B. Pd.	Sand Point, Idaho
*Squire, Edna	1900	T	(Died Sept. 23, 1908)
Stebbins, Frances C.	1911	T	Dillon
*Stenz, Helen (Cutting)	1907	T	Butte
*Sterling, Bessie J. (Farrell)	1899	P	Ronan
*Stocker, Eva E.	1908	T	Grant
*Stonecliffe, Ida E.	1908	T	Colomae, Mich.
*Storey, Bessie M.	1909	B. Pd.	Lewistown
*Sullivan, Katherine	1909	T	Butte
*Sutherland, Esther H.	1905	T	Seattle, Wash.
Sutherland, Elizabeth L.	1912	B. Pd.	Lewistown
*Taylor, Iva (Davidson)	1905	T	Polson
Taylor, Hazel M.	1912	T	Sheridan
Taylor, Lucy M.	1912	T	Sheridan
*Taylor, Nellie M.	1909	B. Pd.	Sheridan
*Templeton, Charlotte C.	1903	T	Helena
*Templeton, M. Echo	1905	T	Anaconda
*Templeton, Minnie M.	1910	T	Anaconda
*Templeton, Myrtle M.	1908	T	Anaconda
*Thomas, Annie L.	1903	T	Anaconda
*Thompson, Gertrude M.	1910	T	Anaconda
*Thompson, Mamie (McIntosh)	1904	T	Dillon
Tintinger, Lena E.	1912	T	Cascade
*Tooley, Harriet E. (Waldorf)	1900	E	Twodot
*Toothacker, Ruby E. (Simpson)	1906	T	Spokane, Wash.
*Torreyson, Fannie S.	1908	T	Red Lodge
*Tower, Mayme E. (O'Brien)	1903	T	Sheridan
*Valentine, Olive Adelle	1905	T	Tacoma, Wash.
*VanDoren, Montana M. (Myers)	1904	T	Livingston
*VanEtten, Maidie (Rife)	1901	T	Butte
*Vogel, Jacob W.	1909	B. Pd.	Lewistown
*Walker, Lucy M. (Ford)	1901	T	Dillon

*Wall, Nevada M.	1909	T	Dell
Walsh, Florence	1912	T	Helena
*Walters, Grace M.	1911	T	Kalispell
*Ward, Ruth B.	1908	T	Laurel
*Wartenweiler, Laura (Simmons)	1904	F	Johannesburg, So. Africa
*Watkins, Maude A. (Stone)	1907	T	Portland, Ore.
Watson, Mary (Gorman)	1910	T	Dillon
*Wells, Samuel Pitts	1907	T	St. Regis
Weenink, Mildred L.	1910	T	Boulder
*Wesch, Rosamond A.	1908	B. Pd.	Billings
Williams, Olga A. (Landt)	1908	T	Seattle, Wash.
*Williams, Phoebe (Comfort)	1899	P	Virginia City
*Willis, L. Fern (Clark)	1908	T	Glasgow
*Wilson, Elva A.	1910	B. Pd.	Bozeman
*Wilson, Louise M.	1907	T	Livingston
*Wilson, Mary Lee	1904	T	Miles City
*Winters, Gladys	1910	B. Pd.	Polaris
Wolverton, Valeria (Van Osdol)	1903	F	Boulder
*Wood, Anna A. (Sicora)	1906	B. Pd.	Red Lodge
*Woodward, Mary	1904	T	Butte
*Wright, Myrtle L.	1905	B. Pd.	Lewistown
*Wyatt, Wm. R.	1907	T	Manhattan

Register of Students.

(Four year course, fourth year.)

Kemper, E. Lucy	Dillon	Beaverhead	Co.
Meers, Katherine A.	Dillon	"	"
Sprinkle, L. May	Dillon	"	"
Wigand, Etta	Spring City, Utah		
Wyatt, William R.	Chouteau	Teton	"

(Four year course, third year.)

Davies, Ada Frances	Fromberg	Carbon	Co.
Davies, Tom M.	Fromberg	"	"
Morgan, Mayme	Olivia, Minn.		

(Four year course, second year.)

Anderegg, Olga Eleanor	Dillon	Beaverhead	Co.
Thomas, Esther P.	Dillon	"	"

(Four year course, first year.)

Adams, Ethel B.	Dillon	Beaverhead	Co.
O'Brien, Katherine A.	Billings	Yellowstone	"
Stone, Irma	Dillon	Beaverhead	"

(Three year course, third year.)

Arthur, A. Maud	Belt	Cascade	Co.
Burke, Mary R.	Butte	Silverbow	"
Church, Lola B.	Livingston	Park	"
Clark, Helen L.	Hamilton	Ravalli	"
Commeau, Dolores	Anaconda	Deerlodge	"
Conley, Marie E.	Anaconda	"	"

Conway, Ruth	Dillon	Beaverhead	"
Curry, Mamie	Great Falls	Cascade	"
Dissett, Bessie M.	Philipsburg	Granite	"
Dragstedt, Myrtle L.	Anaconda	Deerlodge	"
Duval, Emily D.	Anaconda	"	"
Fischer, Susie E.	Hamilton	Ravalli	"
Gleeson, Grace A.	Butte	Silverbow	"
Gorman, Anna A.	Anaconda	Deerlodge	"
Greenough, Elsie	Butte	Silverbow	"
Hart, M. Dora	Elso	Musselshell	"
Hartman, Lucille E.	Rimini	Lewis and Clark	"
Hearn, Erna E.	Deer Lodge	Powell	"
Higgins, Eva Constance	Dorsey	Broadwater	"
Jackson, Rhoda	Helena	Lewis and Clark	"
Karas, Susie M.	Anaconda	Deerlodge	"
Lilly, Josephine C.	Dayton	Flathead	"
McGrady, Anna L.	Anaconda	Deerlodge	"
Malee, Mable	Silver Bow	Silverbow	"
Mayer, Florence May	Helena	Lewis and Clark	"
Morgan, Dora L.	Billings	Yellowstone	"
Norris, F. Amelia	Helena	Lewis and Clark	"
O'Leary, Helen M.	Butte	Silverbow	"
Price, M. May	Dillon	Beaverhead	"
Roy, Alice	Bozeman	Gallatin	"
Schulten, May A.	Helena	Lewis and Clark	"
Slocum, Gertrude E.	Irving, Ore.		
Sullivan, Carolyn L.	Tacoma, Wash.	--	
Taylor, Florence G.	Phillipsburg	Granite	"
Vines, Ethel M.	Butte	Silverbow	"

(Three year course, second year.)

Beck, Nellie Leone	Billings	Yellowstone	Co.
Bennett, Bessie M.	Dillon	Beaverhead	"
Bird, Verna	Twin Bridges	Madison	"
Bothwell, Belle	Anaconda	Deerlodge	"
Collins, Beatrice M.	Livingston	Park	"
Cotter, May M.	Townsend	Broadwater	"
Dodds, C. Louise	Dillon	Beaverhead	"
Driscoll, Julia M.	Butte	Silverbow	"
Finnegan, Agnes	Walkerville	"	"
Ford, May Olive	Butte	"	"
Giudici, Carrie	Dillon	Beaverhead	"
Hollister, Louise	Missoula	Missoula	"
Hunsaker, Dell L.	Dillon	Beaverhead	"
Kerrigan, Ella	Red Lodge	Carbon	"
Kirk, Nina M.	Lewistown	Fergus	"
Kramer, Wilhelmina A.	Butte	Silverbow	"
Krause, Mary Agnes	Marysville	Lewis and Clark	"
Lee, Loretta	Butte	Silverbow	"
Lepper, Florence M.	Havre	Hill	"
Lindlief, Helen A.	Divide	Silverbow	"
Luther, Erna E.	Great Falls	Cascade	"
McCarthy, Erma	Townsend	Broadwater	"
McDonald, Susie H.	Philipsburg	Granite	"
McGovern, Zita A.	Butte	Silverbow	"
McGrady, Lucy L.	Anaconda	Deerlodge	"

Mayer, Pearl M.	Augusta	Lewis and Clark	"
Minar, Mildred F.	Fort Benton	Chouteau	"
O'Brien, Alice Katherine	Helena	Lewis and Clark	"
O'Brien, Leah R.	Dillon	Beaverhead	"
Owens, Lucy A.	Red Lodge	Carbon	"
Parrish, Mary A.	Bozeman	Gallatin	"
Pendergast, Jean M.	Jackson	Beaverhead	"
Poindexter, Margaret	Dillon	"	"
Powers, Martha	Great Falls	Cascade	"
Ragen, Edna M.	Townsend	Broadwater	"
Remley, Edith Jean	Dillon	Beaverhead	"
Roney, Alice E.	Anaconda	Deer Lodge	"
Ryan, Isabelle Florence	Leadore, Idaho		
Sprinkle, Martha A.	Dillon	Beaverhead	"
Stevens, Mary Catherine	Butte	Silverbow	"
Sullivan, Agnes E.	Butte	Silverbow	"
Sullivan, Anna M.	Anaconda	Deerlodge	"
Wallace, Margaret M.	Anaconda	"	"
Worth, Homer M.	Silesia	Carbon	"
Yearian, Irene Gertrude	Dillon	Beaverhead	"

(Three year course, first year.)

Connell, Bernice B.	Holter	Lewis and Clark	Co.
Cotter, Katherine	Anaconda	Deerlodge	"
Daniothy, Katherine	Natal	Fergus	"
Duff, Mabel	Drummond	Granite	"
Gorman, Stella A.	Maiden	Fergus	"
Helterline, Eda L.	Plains	Sanders	"
O'Connell, Kathleen	Marysville	Lewis and Clark	"
Paulson, Lizzie M.	Belt	Cascade	"
Pendergast, Marguerite	Jackson	Beaverhead	"
Roe, Alice P.	Dillon	"	"
Smithson, Hazel M.	Harlem	Blaine	"

(Second year elementary course.)

Bangs, Annie	Sage		
Buhler, Justina E.	Polson	Flathead	Co.
Eldridge, Margaret G.	Dillon	Beaverhead	"
Edwards, Mabel	Marion	Flathead	"
Hildreth, Laura F.	Medicine Lodge	Beaverhead	"
Linder, Georgia	Sheridan	Madison	"
Learmouth, Clarice J.	Lewistown	Fergus	"
Leach, Ida Ellen	Manhattan	Gallatin	"
Lowrey, Edith	Garnet		Granite
McCann, Doris	Butte	Silverbow	"
Manix, Rose	Augusta	Lewis and Clark	"
Masters, Clara M.	Alma	Hill	"
Minich, Alice I.	Forest Grove	Fergus	"
Pierce, Edna L.	Forest Grove	"	"
Rowe, Jessamine I.	Missoula	Missoula	"
Tilton, Marguerite	Paradise	Sanders	"
Young, Margaret Eliza'th.	Three Forks	Gallatin	"

(First year elementary course.)

Ball, Harriet J.	Missoula	Missoula	"
Beane, Eunice Eugenia	Clyde Park	Park	"

Betz, Lillian	Glasgow	Valley	"
Costley, Margaret M.	Lewistown	Fergus	"
Daniothy, Katherine M.	Augusta	Lewis and Clark	"
English, Jennie E.	Big Sandy	Hill	"
Fagan, May A.	Lima	Beaverhead	"
*Fogarty, Sibyl	Chinook	Blaine	"
Hulls, Hazel M.	Manhattan	Gallatin	"
Hungate, Mabel	Dell	Beaverhead	"
Lenox, Naomi	Dillon	"	"
Metlen, D. Warren	Dillon	"	"
Miller, Vera G.	Foster	Bighorn	"
Murphy, Sadie F.	Boulder Valley	Jefferson	"
North, Edith Josephine	Livingston	Park	"
*Rathbone, Byrl Anna	Ronan	Missoula	"
Sellers, Louise J.	Forest Grove	Fergus	"
Stephens, Carrie V.	Twin Bridges	Madison	"
Stratton, Olive Hazel	Dillon	Beaverhead	"
Thompson, Alpha May	Ekalaka	Custer	"

(Special)

Andrus, Mary Fern	Nicholia	"	"
*Cascaden, Cora Geneva	Lethbridge, Canada		
Crowder, Bertha M.	Lakeside	Beaverhead	"
Gilbert, Montana	Dillon	"	"
Gilbert, Zetta Carolyn	Dillon	"	"
Haugh, J. Florence	Bear Creek	Carbon	"
Mohr, Alvina E.	Philipsburg	Granite	"
Mosher, Maurice E.	Dillon	Beaverhead	"
Nord, Sadie L.	Saugus	Custer	"
Philips, Mary Hester	Dillon	Beaverhead	"
Price, Richard R.	Dillon	"	"
Tovey, Janie L.	Briston	"	"

*Expelled.

(Summer School 1912, Enrollment.)

Andregg, Olga E.	Dillon	Beaverhead	Co.
Barker, Angeline	Miles City	Custer	"
Bauman, Anna L.	Livingston	Park	"
Beebe, Frances	Miles City	Custer	"
Bell, Bessie	Pompey's Pillar	Yellowstone	"
Berry, Mrs. Emma A.	Great Falls	Cascade	"
Bishop, Jean	Dillon	Beaverhead	"
Boyd, Helen M.	Missoula	Missoula	"
Brown, Gladys	Clinton	"	"
Brady, Lillian M.	Great Falls	Cascade	"
Bryant, Mrs. C. M.	Straw	Fergus	"
Bush, Harriet E.	Pony	Madison	"
Caldwell, Marguerite	Dillon	Beaverhead	"
Christensen, Anna C. H.	Miles City	Custer	"
Clark, Helen L.	Hamilton	Ravalli	"
Clifford, Pearl V.	Klein	Musselshell	"
Commeau, Dolores L.	Anaconda	Deer Lodge	"
Conley, Mary L.	Anaconda	" "	"
Conroy, Margaret	Anaconda	" "	"
Conway, Ruth	Dillon	Beaverhead	"
Crawford, William J.	Melville	Sweet Grass	"

Crawford, Anna L.	Great Falls	Cascade	"
Craden, Jennie H.	Butte	Silver Bow	"
Curry, Mamie	Great Falls	Cascade	"
Dean, William L.	Frederick, S. Dak.		
De Celles, Corinne M.	Boulder	Jefferson	"
De Celles, Hortense O.	Boulder	"	"
Dissette, Bessie M.	Philipaburg	Granite	"
Eldridge, Margaret	Dillon	Beaverhead	"
Ettien, Amy A.	Albertson	Missoula	"
Ettien, Susie A.	Albertson	"	"
Eunson, Genevieve	Acton	Yellowstone	"
Felenzer, Kathlyn	Big Timber	Sweetgrass	"
Gersch, Elizabeth C.	Sheridan	Madison	"
Gilchrist, Velma J.	Stevensville	Ravalli	"
Goddard, Ethel	Livingston	Park	"
Grant, Essie K.	Anaconda	Deer Lodge	"
Davies, Mrs. Ada H.	Fromberg	Carbon	"
Davies, Tom M.	Fromberg	"	"
Haaland, Asgard	Joliet	"	"
Haaland, Nan M.	Joliet	"	"
Haugh, J. Florence	Bear Creek	"	"
Hearn, Erna E. Hearn	Deer Lodge	Powell	"
Hetherington, Georgiana	Stockett	Cascade	"
Hunsaker, Dell L.	Dillon	Beaverhead	"
Joyce, Margaret C.	Chinook	Chouteau	"
Kaster, Edna E.	Chinook	"	"
Kemper, E. Lucy	Dillon	Beaverhead	"
Lamont, Grace	Dillon	"	"
Lamont, Marie	Dillon	"	"
Lasich, Katherine E.	Willis	"	"
La Valley, Laura L.	Joplin	Chouteau	"
Lyall, Flossie M.	Livingston	Park	"
Lynch, Marguerite	Dillon	Beaverhead	"
McBratney, Jennie A.	Great Falls	Cascade	"
McDearmond, Nora	Eureka	Lincoln	"
McDonnell, Elizabeth A.	Cameron	Madison	"
McIntosh, Florence	Roberts	Carbon	"
Maggs, Isidore	Warsaw, Ohio.		
Manthey, Elizabeth J.	Stockett	Cascade	"
Masters, Clara	Alma	Chouteau	"
Menzie, Elsie L.	Dutton	Teton	"
Mercier, Elsie M.	Livingston	Park	"
Mercier, Ruth	Livingston	"	"
Miller, Maud J.	Belgrade	Gallatin	"
Moore, Katherine L.	Jones	Fergus	"
Moore, Mary E.	Lewistown	"	"
Mores, Carrie	Havre	Hall	"
Mulcahy, Kate B.	Cascade	Cascade	"
Myers, M. Frances	Corvallis	Ravalli	"
Neal, Myda	Livingston	Park	"
Nunn, Mrs. Louise E.	Stevensville	Ravalli	"
O'Brien, Leah R.	Dillon	Beaverhead	"
O'Hare, Lilly	Sweetgrass	Teton	"
Parke, Genevieve	Park City	Yellowstone	"
Parrish, Mary A.	Bozeman	Gallatin	"
Peterson, Emma	Howie	Sweet Grass	"
Peterson, Minnie S.	Huntley	Yellowstone	"

Peterson, Nettie L.	Huntley	"	"
Pittorf, May Grace	Great Falls	Cascade	"
Poindexter, Jessie C.	Harlowton	Meagher	"
Poindexter, Margaret	Dillon	Beaverhead	"
Price, May	Dillon	"	"
Quann, Mary T.	Raynesford	Cascade	"
Riley, Anna M.	Warsaw, Ohio.		
Riley, Kathryn C.	Grey Cliff.		
Riley, Rose M.	Grey Cliff.		
Sears, Delpha	North English, Ia.		
Shappee, Pearl	Hamilton	Ravalli	"
Shiell, Nettie Gray	Garniell	Fergus	"
Simmons, Emily E.	Ballantine	Yellowstone	"
Slusher, Carrie A.	Great Falls	Cascade	"
Smith, Hansine T.	Creston	Flathead	"
Smithson, M. Hazel	Harlem	Blaine	"
Sorsoliel, T. Myrtle	Wolf Creek	Lewis and Clark	"
Stocker, Eva E.	Grant	Beaverhead	"
Stone, Irma	Dillon	"	"
Strand, May F.	Helena	Lewis and Clarke	"
Street, Grace L.	Bozeman	Gallatin	"
Thompson, Blanche	Clinton	Missoula	"
Thompson, Jeanette E.	Boulder	Jefferson	"
Underwood, Pearl E.	Joliet	Carbon	"
Valleau, Verna C.	Livingston	Park	"
Waldbillig, Susie G.	Drummond	Granite	"
White, Margaret	Dillon	Beaverhead	"
Wilcox, Grace G.	Lima	"	"
Winter, Nelia M.	Bozeman	Gallatin	"
Worth, Homer W.	Selisia	Carbon	"
Wyatt, William R.	Chouteau	Teton	"
Zimmerman, Alma E.	Fairfield	"	"

PIANO DEPARTMENT.

Andrus, Fern	Nicholia	Beaverhead	Co.
Bechtold, Mary	Dillon	"	"
Bowden, Blanch	Dillon	"	"
Bowden, Geraldine	Dillon	"	"
Brundage, Dorothy	Dillon	"	"
Carruthers, Verna	Dillon	"	"
Cashmore, Mrs. Alfred	Dillon	"	"
Christman, Beatrice	Dillon	"	"
Christman, Isabel	Dillon	"	"
Conger, Clara	Dillon	"	"
Elliott, Mildred	Dillon	"	"
*Fogarty, Sibyl	Chinook	Hill	"
Gorman, Stella	Maiden	Fergus	"
Henneberry, Mae	Dillon	Beaverhead	"
Jackson, Katie	Dillon	"	"
Knotts, Estella	Dillon	"	"
Lacy, May	Melrose	Silver Bow	"
Lacy, Opal	Melrose	"	"
Maurer, Gladys	Dillon	Beaverhead	"
Metlen, Elizabeth	Dillon	"	"
McGovern, Zita	Butte	Silver Bow	"
McKnight, Nellie	Dell	Beaverhead	"

McNinch, May	Dell	"	"
Murphy, Sadie	Boulder	Jefferson	"
Nord, Sadie	Saugus	Custer	"
Phillips, Mary Hester	Dillon	Beaverhead	"
Poindexter, Helen	Dillon	"	"
Poindexter, Margaret	Dillon	"	"
*Rathbone, Byrl	Ronan	Missoula	"
Roy, Alice	Bozeman	Gallatin	"
Scott, Opal	Dillon	Beaverhead	"
Smith, Nina	Dillon	"	"
Smith, Rachael	Dillon	"	"
Stratton, Hazel	Dillon	"	"
Staudaher, Katherine	Dillon	"	"
Stroller, Caroline	Dillon	"	"
Stone, Irma	Dillon	"	"
Stone, Martha	Dillon	"	"
Thomas, Cloea	Dillon	"	"
Tovey, Janie	Briston	"	"
Young, Margaret	Three Forks	Gallatin	"
Wyant, Ruby	Dillon	Beaverhead	"

VOCAL DEPARTMENT.

Andrus, Fern	Nicholia	Beaverhead	Co.
Hart, Dora	Kelso	Musselshell	"
Henneberry, Mae	Dillon	Beaverhead	"
McKnight, Nellie	Dell	"	"
Orr, Mrs. Ernest	Dillon	"	"
Orr, Mrs. Mathew	Dillon	"	"
Philips, Mary Hester	Dillon	"	"
Rathbone, Byrl	Ronan	Missoula	"
Rifle, Mrs. A. S.	Dillon	Beaverhead	"
Stratton, Hazel	Dillon	"	"
Stevenson, Majorie	Dillon	"	"
Thomas, Esther	Dillon	"	"

HARMONY DEPARTMENT.

Andrus, Fern	Nicholia	Beaverhead	Co.
Philips, Mary Hester	Dillon	"	"
Poindexter, Margaret	Dillon	"	"
Thomas, Esther	Dillon	"	"
Tovey, Janie	Briston	"	"

THEORY DEPARTMENT.

Bechtold, Mary	Dillon	Beaverhead	Co
Brundage, Dorothy	Dillon	"	"
Maurer, Gladys	Dillon	"	"
Metlen, Elizabeth	Dillon	"	"
Poindexter, Helen	Dillon	"	"
Scott, Opal	Dillon	"	"
Wyatt, Ruby	Dillon	"	"